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ABSTRACT

Speeches and resource materials from the 1979 Teacher Corps "Community Council Chairpersons' Workshop" in Atlanta have been compiled in this sourcebook. Four major speeches, including one by then Teacher Corps Associate Director Robert Ardike, provide the rationale for community involvement in Corps projects, discuss the history and structure of community involvement, offer strategies for leadership skills, and define the concepts of planning, implementation, and evaluation in everyday terms. The resource materials are for use in Corps projects as well as in understanding the conference proceedings. Among the resources are the conference agenda, lists of conference presenters and participants, basic information on the Corps and community-related issues, guides to developing planning and leadership skills, and bibliographies of printed resources. (Author/RW)

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Community Based Education Sourcebook

Compiled and Edited by
Nancy Bonney and Martha White

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Recruitment and Community Technical Resource Center

SOUTHEASTERN

RCTR Region IV

A TEACHER CORPS'

COMMUNITY BASED EDUCATION SOURCEBOOK

COMPILED AND EDITED
BY
NANCY BONNEY AND MARTHA WHITE

PUBLISHED BY
SOUTHEASTERN RECRUITMENT AND COMMUNITY TECHNICAL RESOURCE CENTER
TEACHER CORPS
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FOREWORD

"The Community Council Chairpersons' Workshop" was conducted by the Southeastern Recruitment and Community Technical Resource (RCTR) Center in Atlanta, Georgia, November 1-3, 1979, to provide leadership training to community council chairpersons, council members, and other project personnel. The workshop, the culmination of months of planning, was a continuation of the Southeastern RCTR Center's evolving efforts to provide technical assistance to Southeastern Region Teacher Corps projects in the area of community involvement.

Since October, 1977, the Southeastern RCTR Center, in collaboration with the three other regional RCTR Centers, has been involved in the planning, development, and delivery of community technical assistance to Teacher Corps projects. The overall technical assistance plan was designed to help the community become an equal partner with the university and local school system of each project.

In the last two years, the Southeastern RCTR Center has provided technical assistance to the twenty-seven Southeastern Region projects through the development of materials, on-site training activities, various consultation services, and conferences. Originally, the technical assistance efforts focused on the election and organization of community councils. As councils and projects developed and matured, continued assessment of project needs by the Southeastern RCTR Center staff indicated that community council members and chairpersons needed more specific training in certain areas. The area of leadership training was considered of vital importance if the community was to achieve a true parity relationship with the university and the local school system.

Thus, in the summer of 1979, the Southeastern RCTR Center began extensive planning for a community council chairpersons' leadership workshop. Chairpersons, council members, and other project personnel were contacted for input into the design and content of the workshop. Consultants, presentors, and staff members of the other RCTR Centers were involved in the early stages of planning. Annette Gromfin, the RCTR Centers' Community Technical Assistance Specialist, and Jeanie Crosby, Director of the New England Institute in Education, were significantly involved in the design of the workshop.

As plans for the workshop progressed, it became evident that the workshop design itself could be a model of the collaborative processes that community members and project personnel are striving to achieve. The Southeastern RCTR Center's "Community Council Chairpersons' Workshop" was a truly collaborative enterprise -- made possible by the diverse talents, skills, experiences, and backgrounds of the presentors, facilitators, resource persons, and participants themselves. During the preplanning day (prior to the workshop), the presentors and facilitators shared ideas and information about the various sessions that had been planned. Since presentors also served as facilitators in other sessions, this collaborative sharing and understanding of the purpose and content of each session was crucial to the teaming concept used throughout the workshop.

Once the workshop participants arrived, they entered into the sessions with an openness to learn and a willingness to share their own experiences and information, giving the workshop a unique flavor. "The Community Council Chairpersons' Workshop" was not an isolated event but a continuation of accumulated learnings. The dynamic aspect of the workshop

and the active involvement and interest of the participants helped insure that the learnings would be taken home, shared, and continued; thus, the total experience became an integral part of the on-going series of experiences provided through technical assistance support services.

This Sourcebook is another example of the Southeastern RCTR Center's evolving technical assistance efforts. It is an attempt to capture the workshop's key ideas and concepts in a tangible form that can be used as a technical assistance tool at the local project level for future planning for community involvement in community based education.

ACKNOWLEDGEMENTS

Putting together materials from an experience such as the "Community Council Chairpersons' Workshop" into a usable item -- in this case, this Sourcebook -- is a difficult, but fun job. The difficulty lies in the fact that so many persons have contributed pieces that made the whole. Trying to consistently make sense of the myriad of information has been hard. The fun part has been in working with the exciting, caring, and knowledgeable persons who contributed significantly to the entire effort. These persons' contributions of time, thought, and effort have been priceless.

The collaborative processes that went into the workshop -- and that ultimately resulted in this product -- required diverse skills and areas of expertise from many different people. It would be impractical -- if not impossible -- to acknowledge here the significant contributions that each individual made to the overall effort. Whether these individuals were behind-the-scene planners and supporters or major presentors, it is with a great deal of appreciation that we acknowledge the contributions of the following persons:

Meredith Adler
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Margaret Chambers
Jeanie Crosby
Judy Dansker
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Annette Gromfin
Bess Howard
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Barbara Vance
Bruce Walker
Ken Young

Southeastern RCTR Staff who coordinated all the collaborators are:

Sheryle Bishop
Shirley Carey
Montye Escoe
Dee Howe
Martha White

A very special thanks goes to Velma Robinson, RCTR Centers' Teacher Corps Washington Program Monitor. Velma has been a constant supporter, encourager, advisor, and friend throughout the two and one-half years of RCTR Center community technical assistance support services to Teacher Corps projects. Her influence has had a significant impact on all Southeastern RCTR Center efforts to enhance the development of Community Based Education for the Southeastern Region projects.

Nancy E. Bonney
Director
Southeastern RCTR Center

INTRODUCTION

In the fall of 1979, the four regional Recruitment and Community Technical Resource Centers collaboratively planned and conducted four conferences across the country to provide leadership training to Teacher Corps community council chairpersons, community council members and other project personnel. The contents of this Community Based Education Sourcebook are drawn from the proceedings of the "Community Council Chairpersons' Workshop" held in Atlanta, Georgia, Nov. 1-3, 1979, by the Southeastern Recruitment and Community Technical Resource Center located at the University of Georgia, Athens, Georgia.

This Sourcebook is divided into two parts. Part I includes the four major speech presentations that were given at the workshop. The speeches by Robert Ardito, Margaret Chambers, Richard "Pete Mesa, and Edith Miller, when viewed as a whole, provide a broad conceptual framework for community based education in Teacher Corps projects. These speeches include the rationale for and history of community involvement in Teacher Corps, specific strategies for developing leadership skills, and an overview of the concepts of planning, implementation, and evaluation. It is felt that the dynamic aspects of these speeches, as well as the wealth of information they include, can serve as a basic foundation for any project involved in developing community based education.

Part II includes various materials, samples, and resources which were used at the workshop. The materials which are included were selected because they provide a framework for understanding the proceedings of the conference. They can be adapted for use by projects as they develop community based education processes and concepts at local sites. Materials

include: a sample agenda; lists of participants, facilitators, and presentors; informational materials about Teacher Corps and community-related issues; lists of resources; and process activities for skill development. Some of these materials may serve as models for projects in planning their own training workshops and activities; some may be used as they are; other materials may need to be adapted or modified according to local project needs. Regardless of the specific purpose, these materials were designed to be used. The reader is encouraged to adapt these materials for information-sharing, training activities, and other purposes according to local needs.

It is hoped that the materials in this Sourcebook, which help to trace the history, assumptions, and strategies of community involvement in Teacher Corps, will be useful to community councils, policy boards, and project staffs as they work toward community based education -- education which both reflects and responds to the community.

PART I

SPEECHES

"THE WHY OF COMMUNITY IN TEACHER CORPS"

BY

ROBERT ARDIKE

"The Why of Community in Teacher Corps"

Robert Ardike

At the time of this speech Robert Ardike was Associate Director of Teacher Corps. He worked with Teacher Corps for seven years and had been instrumental in helping to develop the Teacher Corps legislation/regulations that resulted in making the Teacher Corps community the third party that participates in planning, implementing, and evaluating each project with the school district and the university. He is presently serving as Executive Assistant to the Administrator of Education for Overseas Dependents in the new Department of Education.

I'm extremely pleased to be here in Atlanta. On behalf of Teacher Corps Washington and our director, William L. Smith,* I bring you greetings and hope that this training workshop will be successful. Before I get into the area of the community council, however, I'd like to share with you several items of which you may not be aware.

On October 17th, 1979, President Carter signed into law a bill creating the Department of Education, the thirteenth government department. Those of you who are followers of the education scene, know that the Educational Division, or the Educational Office, or the Educational

* Bill Smith became Director of Teacher Corps in 1973. He left Teacher Corps in January, 1980, to become the 113th and last Commissioner of the Office of Education. In May, 1980, he became Administrator of Education for Overseas Dependents in the new Department of Education. The current Director of Teacher Corps is John A. Minor.

Department -- since it's had all those titles at one time -- is 112 years old. Originally, there was a Department of Education which was created in 1867. In the 112 years since its creation, there have been twenty-three commissioners of education. To put that into perspective, George Washington took office in 1789. In 190 years, there have been only thirty-nine presidents. Now the crazy part about the education business is that in one twelve-year span fourteen different people served as Commissioner of Education. That gives you a sense of the transitional nature of education. The Department of Education will be the seventh largest cabinet level department and has been created to: (1) cut red tape; (2) reduce administrative costs; and (3) give the education community a leader with access to the President. It is fitting that such a department be created since education is the single largest national investment directly involving over 60 million Americans every year. Even though it involves 60 million Americans, it's not the highest expenditure in the country. You're talking about an education budget that would not quite equal the approximately 150 billion for defense or the 200 billion for health and human services.

Where, you might ask, in the context of this new Department of Education does the Teacher Corps stand. The Teacher Corps Program, first funded in 1966, this year realized a budget reduction of 7.5 million dollars. Many might feel it is all but over for the Teacher Corps. To those who might feel that way, I would remind them of Mark Twain's remark when told there were reports circulating that he had died in Europe. I quote, "The reports of my death are greatly exaggerated."

Let me read some remarks from the October 2, 1979, Congressional Record when Senator Nelson was speaking for himself and Senator Kennedy.

As you know, those were the two men who initially introduced Teacher Corps as a bill. On October 2nd, these remarks covered two pages. Let me read a portion of those comments.

> The Teacher Corps remains a useful and timely program for training professionals who are central to the education of some of this society's most disadvantaged students. In my judgement, the Corps remains central to the achievement of the goal that children from all sectors of American society receive an education of quality and relevance.

Senator Nelson then went on and inserted a letter written by a community group that was sent to Bill Smith.

> Our Teacher Corps project has done many things to bring our school and community closer together. It has involved community members and the school has volunteers and resource persons. It has increased community support for services to strengthen the school program, such as "Reading is FUNdamental" and the Outdoor Educaton Center. Through various activities, parents have gained a better understanding of the academic program and learned how they can help their children at home. Teachers, parents, and community representatives have been able to discuss issues and to understand each other's points of view. Because of our Teacher Corps project, we have been able in two years to progress to a point which otherwise would have taken us a decade. Even though our project was not refunded for the '78 Cycle, the council plans to continue its activities. In fact, we have already taken steps to expand the council to include representatives from the primary school and the high school. We feel that we have made a good start. We intend to remain active and to work toward bringing resources such as Teacher Corps to our area.

In another section of the Congressional Record, Senator Nelson mentions that the administration requested an appropriation of 37.5 million dollars for the Teacher Corps in fiscal year 1980. Unfortunately, however, the Senate approved only 30 million for the Teacher Corps. This means that no funds will be available for technical assistance, contracts, or new projects starts. Grant awards to current program participants will have to be reduced. It is my hope and my expectation, that these funds will be restored next year.

The very next day, October 3, 1979, Senator Kennedy made separate remarks in the Congressional Record, even though the day before Senator Nelson had said he was speaking for himself and Kennedy. This is Mr. Kennedy speaking.

> Yesterday, Senator Nelson introduced a bill, Senate Bill 1853, to extend the authorization for the Teacher Corps through 1983. The current authorization expires at the end of this fiscal year. As chief co-sponsor of this legislation, I would like my statement included in the record. Fourteen years ago, when I first proposed the creation of a Teacher Corps, I said; "If a good education is the key to a better future for the disadvantaged child, then a good teacher is the key to that education. If we want these children to learn now, we must provide them with such teachers!" My conviction that this is the case is unchanged today.
>
> Since that time, Teacher Corps has established a remarkable record. In its earlier years, when there was a general teacher shortage, it trained over 10,000 new teachers for disadvantaged children. In recent years, its focus has been on increasing the quality of teachers who are already on the job. A total of almost 30,000 experienced teachers have participated. These teachers have served in schools with more than one and one half million pupils, all of whom have been from low-income families. Under amendments in 1974 and 1976, which Senator Nelson and I introduced, the course of the Teacher Corps was changed decisively. For the first time, parents and community members were able to participate equally with teachers and college staff in developing and carrying out training programs. For the first time, local projects were assured of sufficient time, up to five years, to develop and install lasting improvements in their educational systems. For the first time, the Teacher Corps was provided with the authority and resources for a long-term and extensive program evaluation. All of these changes were effective last year during the 1978-79 school year. The first of the new five year programs will be completed in 1983, and we should have good evidence of its effectiveness by that time.
>
> While many of the program characteristics of the Teacher Corps have changed over the years, one has not. That is dedication to solving the most difficult among the educatonal problems of our nation: seeking ways to bring lasting improvements to schools serving low-income populations. In supporting the proposed authorization extension, my intention is to underline my belief that the Teacher Corps should continue steadfast on that course and that it should remain a vital, independent, and strong program within the new Department of Education.

One of the things that really struck us at the Teacher Corps National Office is Kennedy's statement that Teacher Corps should remain

a "vital, independent program." In the Department of Education there are provisions through which a number of things could happen to Teacher Corps. However, it seems that at least one of the senators is saying that it needs to remain independent. I think there is abroad in the land a feeling that Teacher Corps is all over, since there has been a reduction in funding. It's now just a question of finishing out the years in the program. But I say to you: "I wouldn't be so sure about that." I would further not be totally sure that everything that has been said this year is a final decision. I don't know what all is going to happen, but I certainly know this: The last chapter has not yet been written.

The Teacher Corps program, as I'm sure most of you know, is a demonstration program. What exactly do we mean by this? Very simply, it is a set of activities carried out in a field-based setting over a specified period of time for the purpose of influencing and informing others. All that really says is that it is a project and that the project isn't occuring in a laboratory, that it's occuring in a field setting at a school. It's funded for five years and it's intended to do two things. It's intended to remain around where it's been and it's also intended to spread. To this end, the Teacher Corps has come to appreciate, require, and count on the involvement of the elected community council in all its projects. From planning through funding, implementation, and evaluation, this involvement is required by law.

In the early years of Teacher Corps, there were no specific legislative requirements or regulations for the involvement of parents or community groups. Nevertheless, the use of the community as a training ground for the interns was the prevailing practice. It was recognized

that teachers in low-income areas should be in touch with the community and with the parents in order to be most effective in teaching their children. As such, most Teacher Corps projects strongly urged intern participation in formal and informal activities, such as making home visits, talking with parents, and performing assignments with existing agencies serving the communities where the project was located. Teacher Corps, though not necessitated by law, was requiring from every project a community sign-off on applications for funding and was encouraging community involvement in the selection of interns.

In 1973, William L. Smith was named Director of the Teacher Corps. He was one of the original advocates at the Office of Education for the concept of parity in personnel development programs. He defined parity as "deliberate, collaborative, or mutual decision-making on the part of those rendering services and those receiving services." This concept was part of the Urban/Rural School Program he designed and also administered in the Office of Education beginning in 1970. Bill Smith conceived of parity to guarantee significant community involvement in the Urban/Rural School Program and was determined to build it into Teacher Corps. He did this by moving Teacher Corps projects toward developing school community councils. Each project was required to have a council which brought teachers, parents, other community people, and school administrators together. This specific requirement was in the program guidelines and in the funding criteria which appeared in the Federal Register. In the 1974 "Criteria for Proposals," there were only three sections that a proposal writer had to take into account. One of the three sections was totally devoted to community.

In 1976, legislative amendments on community which formalized earlier

directions were added to the Teacher Corps Program. The amendments state, in essence, that no Teacher Corps project can exist without an elected community council and without the participation of that council's representatives in all phases of the project. The following steps occur when these regulations are followed:

1. The school district and university jointly submit a Teacher Corps application for funding and utilize an existing elected community council or organization to help parents sign off on the application;
2. A temporary group may come together once they have some word that a grant is coming in and plan for the election of the council;
3. Within three months of the issuance of the grant award, under the direction of this temporary group, an election is held and the elected Teacher Corps community council then selects its chairperson;
4. The elected chairperson then joins the dean and the superintendent to form the policy board of the project.

The Greyhound bus company's approach -- "Take the bus and leave the driving to us" -- may be an appropriate approach to travel. But in education, in the Teacher Corps context -- "Give the kids to the school and leave the schooling to us" -- is not appropriate.

To sum up, let me state a few things we in Teacher Corps believe about the community council.

1. We believe that the purpose of the community council in Teacher Corps is to be involved in every aspect of the project.

2. The council itself is an advisory board with the chairperson representing the council and being the decision-maker on the policy board. The council can engage in deliberations and analysis. It is you, the chairpersons, who are the power brokers. You are one third of the policy board which controls even the entire budget.

3. There are no plans in Teacher Corps at the present time to counter the possibility that professionals might overwhelm the community. There is just no evidence to us that this design will not work. We've tried to develop a design comparable to the effective functioning of equal partners -- the community, school, and university -- each with equal representation in a deliberating, decision-making body. We may find that that's more rhetoric than reality. And if so, then we will have to do something about the regulations.

4. Parity is collaborative, mutual decision-making on the part of those receiving and those giving services. We make one simple assumption: Information is power. The chairpersons should, therefore, be seeing all the pieces of paper related to the project and communicating the information contained in those pieces of paper to the council.

5. According to the educational personnel development legislation, Teacher Corps can only fund school districts, universities, and state departments of education. There is nothing in the law that permits giving money to the community. The bulk of the resources, therefore, will usually be at the university and the remainder at the school district. The law does, however, require

that an administrative budget be set aside for the council in each project. The amount is negotiated. We do not mandate any percentage; but we have specified that each project have administrative and instructional costs for community council training. What we've tried to do in the regulations is to give the council meaning and equal power even though it is the least structured of the three institutions. The whole point behind the Teacher Corps design is helping universities and school systems to improve the business they are in and to commit themselves to the tasks that have to be done. Those tasks include improving education opportunities for kids and improving training for teachers, both experienced and inexperienced. We're talking about institutional capacity-building and building a structure where the community is an active and involved partner so that when the federal dollars are gone, the community can still be an active and involved partner.

6. It is sometimes said that the council training is only about elections, communications, and group processes, not about the skills of analyzing educational programs, teaching, and learning which are needed to monitor what's going on in the schools. If the council feels it needs training -- curriculum or anything else -- you, the chairperson, can go to the policy board. You can say: "Our community council feels it needs these services," and then negotiate. The chairperson can also call the RCTR Center in their region and request specific assistance or training. One of these approaches should satisfactorily resolve the matter. If that doesn't work, the chairperson, like the dean

or superintendent, can call the Teacher Corps Washington program specialist and say: "I'm not getting the reaction I feel I need to have;" or, "here are some things we need and this outfit has not seen about providing them." Chairpersons have the same recourse that the other two power elements have.

7. We think our community councils are proving to be very effective. There are degrees of effectiveness and it apparently depends on various conditions. You have to put everything into perspective. The first projects requiring an elected community council were funded in August, 1978. Therefore, everything is relatively new and there are certainly many rough spots and resolutions and issues that remain to be worked out. But work it out, we will. In a way, we are all charged with being stewards for the future. The real losers will be the children of our schools if we allow ourselves to fail.

Finally, a word about community based education. There are those of us in Washington who feel that this is the most misunderstood thing by some in Washington. Community based education is an attitude. It is not a program component. It is an attitude that the education of children should be based upon:

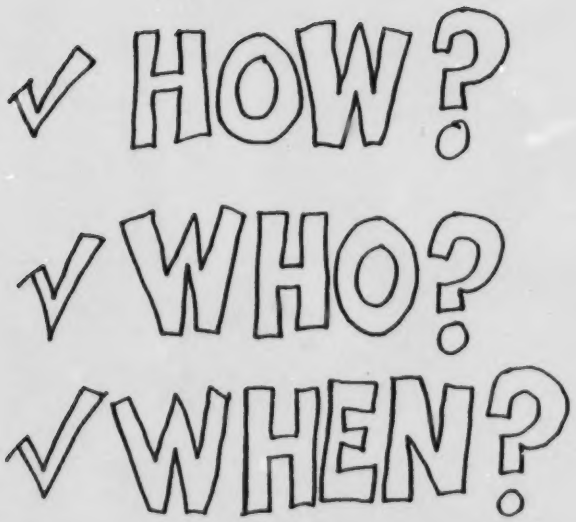
1. The needs of the community;
2. The goals/objectives of the community;
3. The fact that the community is a viable and human physical resource of the learning community as a whole. Education for the community is not community based education. Community based education is like multicultural education. It should permeate everything.

In closing, let me say what John Dewey wrote: "What the best and wisest parents want for their own children, the community must want for all its children." Teacher Corps is committed to helping communities obtain those wants.

"THE MEANING OF COMMUNITY IN TEACHER CORPS"

BY

MARGARET CHAMBERS



"The Meaning of Community in Teacher Corps"

Margaret Chambers

Margaret Chambers, presently Director of Training and Program Development for the Pacific Center for Educational Research and Development, has worked with Teacher Corps from its beginning in 1965. She was Program Branch Chief in the Washington Office from 1965 to 1971 and Director of the Teacher Corps Project at California State University during Cycle 11 and Program '78.

I've been asked to give a historical perspective on Teacher Corps' community involvement. In the beginning of Teacher Corps, the community was in the shadows. The spotlight was on the intern. In 1965, Teacher Corps was created as a domestic Peace Corps, a chance for concerned young Americans with a liberal arts college education to join the "war on poverty." Teams of interns were sent to Appalachia, Harlem, Indian reservations, the barrios of Los Angeles, the migrant areas of Texas, and the still segregated schools of Mississippi. Their challenge was to learn to teach the children of the poor and to open doors of opportunity. Even in name, Teacher Corps, like the Peace Corps and the Marine Corps, suggests a special band of people. Although Teacher Corps wanted community participation, it was primarily the middle class college graduate who joined in those early years. Thus, the first focus on community was

to educate these interns to the realities of children's lives in the poverty areas -- to introduce them to existing social services and to ways of tapping into those services.

I'd like to call this first stage of community involvement in Teacher Corps the "Eyeballing Stage." The typical project sent 30 to 40 young interns into communities with instructions to go and find housing near the schools in which they were to work. The orientation to the community during the summer months was often through forms of university course work such as a class in "Sociology of the Inner City." However, there were some enlightened administrators who sought to introduce people to the community in other ways. One of those, Annette Gromfin, was directing a Teacher Corps project in Los Angeles at that time. She hired school dropouts to work with the interns in orienting them to the community. And, incidently, I understand that most of the dropouts returned to school. Another university Teacher Corps project director, Evan Sorber at Temple University, went out and hired a community activist on his instructional staff at the university. In 1966, that was a daring thing to do. That activist woman subsequently finished college and earned a masters degree and still is on the faculty at Temple University. She had a deep concern that interns understand the feelings of the community -- the anger, the pride, the desperation of kids. She saw to it that interns learned first hand from people and forged friendships and alliances with grassroots leaders and parents. This woman, Elaine Blake, stood alone in those early years, the only community voice that reached the national level. She was the first community person to come to the "Teacher Corps National Conference" and to speak with the national director and other project directors on the advocation of greater com-

munity involvement.

As the Teacher Corps funding was stabilized, Teacher Corps Washington realized that the community should have input in local programs. Teacher Corps, as you know, is unique in requiring by law that the university and the school district work collaboratively together. At this time the guidelines required that the community have input into proposals and sign-off on them. I like to call this second stage of community involvement in Teacher Corps "Community Voices." In 1967, Title I was just beginning. Schools were suspicious of community involvement and even of the interns and aides. As a result schools tended to tap "safe" community people for this input. So, in some ways, this time of community involvement was an era of tokenism -- not representation. But it also held the seeds for confrontation. Interns who were critical of schools and the bureaucracy began to reach out for an alliance with community people. Interns were supposed to spend about twenty percent of their time in the community itself. In addition to home visits, interns often worked with community action agencies, voter registration groups, day care centers, organizational groups, and welfare mothers' organizations. They expected to be catalysts of change; but being inexperienced, their tactics sometimes backfired.

In Lowell, Massachusetts, an intern team went into a predominantly Spanish-speaking school and began to realize that their principal was totally out of touch with his community. They organized a protest with community people, marched on the school board meeting with posters in Spanish and English calling for the removal of the principal. Instead, the intern who chose to be spokesman for the group was removed. He was not helping the community speak for itself. He was caught up in his

own need to be on center stage. In another project, interns had been having parental meetings in homes and the concerns about vandalism and lack of recreational facilities kept being discussed. The interns helped organize a Parent Task Force, which then came up with recommendations which the parents presented to the school board. The result was that playgrounds were unlocked on Saturday mornings and parents and interns organized supervised recreational programs. Little by little, the interns and the community members began to work together more effectively. About this time, Teacher Corps Washington realized that the interns came into the program with a sense of mission, but many of the people in the local school district -- team leaders, administrators -- did not really have this national outlook.

I had the pleasure of organizing the first training event that involved community people. We had four two-week-long institutes around the country. We called them "Institutes for Project REAL -- Resources for Educational Adult Leadership." For the first time all projects had to identify community members with whom they were committed to work. At the end of each institute, I asked the community participants to elect two representatives. These eight elected representatives then helped plan the first "National Teacher Corps Conference (1967)" to which community members came as delegates. By this time about half of the Teacher Corps projects did have staff members primarily working with community activities, although many people were professionals and not "grassroots" people. One woman who represents this era was a woman from Fort Worth, Texas, Irma Sephas. She was a consumate politician who engineered her own election to Project REAL very skillfully. She was a "take charge" type of lady and she was determined that communities ought to be heard.

She was a person who went around making sure that the quiet voices could get a chance to speak, and she encouraged them to speak out on their concerns.

If tokenism was part of this period, confrontation was the other part. In 1969, conferences and workshops were full of caucuses. There were first of all the ethnic caucuses -- Black caucuses, Chicano caucuses which had to expand to include the Latinos and the Puerto Ricans. There were role group caucuses -- the interns, the directors, the LEA people, the team leaders, and of course, the community people. Sometimes these caucus participants were angry, always assertive, and usually fruitful. These groups did make recommendations which influenced policy, usually after heated but helpful dialogue. It was a period of excitement, growth, and hope.

Amidst this internal turmoil, some external pressures arose as well. At the 1969 "National Teacher Corps Conference," two busloads of community people from Baltimore descended on the 700 delegates in Washington, D.C. They took over the microphones just before Bruce Joyce was to deliver the first major address on competency-based teacher education. After about twenty minutes of talking about their concerns for their projects, Irma Sephas, who was in the audience, got up. She was a commanding woman, and she invited them all to adjourn with her to another room where she and a group of community people would hear them out and talk with them about their concerns. They had long discussions. In fact, the Teacher Corps National Director, Dick Graham, and Paul V. Collins, program specialist for the Teacher Corps Washington Office, continued negotiations for almost two days during that period of time. As a result the project was cancelled. The losers in this case, of course, were the

children who would have received the services.

The third major phase of community involvement in Teacher Corps, beginning about this time, could be called the "Era of Community Based Education." It was based upon Coleman's research that children learn one third of what they know at home, one third of what they know at school, and one third from the community environment in which they live. Intern activities came more and more to focus upon educational opportunities, not social services. By 1971, all Teacher Corps projects were required to hire fulltime community coordinators. A special piece of legislation allowed projects to pay community members for the first time. It is this authority that still allows community persons to be paid in Teacher Corps projects today. But one quick lesson was learned: Those projects which used that authority to pay for auxiliary services, like community people, aides in the schools, supervisors on playgrounds and so forth, oftentimes could not secure funds to keep their project going. Once community members were paid, they no longer volunteered. Projects which used that money to train volunteers and to pay stipends during the training, often could increase the effectiveness and continue the volunteer services of the people who were participants, even after funding ended.

Thus, in the early 1970's, community people were a part of projects' staffs. They were supervising interns' activities in the community with the increasingly supportive help of the school personnel. Team leaders primarily came from the local schools and communities that were served. Over half of the interns were minorities by this time. Projects continued to operate around shared decision-making, around budgets, around getting information, around how much time people had to spend in the community.

Great progress was made in this period between 1969 and 1976. The biggest change was the emphasis on doing things with the community, not for the community. The community coordinators of this period and the community leaders were people who knew how to communicate with the community and neighborhood in which they lived.

There are some persistent themes of Teacher Corps: (1) The theme of collaboration between schools and universities which has been expanded to include community; (2) The theme of community involvement which has grown both in clarity and in focus; (3) The theme of reform or renewal of the school through innovation and participation; (4) The theme of inservice and preservice, the Teacher Corps interns working with teachers, both learning and serving; (5) The theme of teaming, working with groups of diverse people to accomplish a goal; and (6) The theme of multiculturalism in staffing, recruitment, curriculum, and in the focus upon attitude and interaction.

In 1975, Teacher Corps shifted from an emphasis on the preservice intern to the inservice teacher and narrowed the project's focus to a single school site as the basic element of school change. Community participation in this period came to resemble very closely the school-community council. In the project that I was directing at the time, we organized, for the first time in that school, a council of twenty-five persons -- twelve community members plus a Teacher Corps community coordinator and another twelve persons including teachers, the principal, the university staff, and intern representatives. The issues that the council dealt with focused on the school's program and its related staff development. Community involvement in the middle 1970's began to focus on decision-making and school improvement to a greater measure. With Project

'78, Teacher Corps was finally able to use its five-year legislative authority. The council's role has been crystalized with the elected community council chairperson who serves on that policy board triumvirate.

Where can community go in our new program? I really can not predict; but I'd like to share with you three concerns I have about community in the coming years. The first concern is whether or not our community councils' membership does reflect the community that we're seeking to involve. The second concern is how we formalize or institutionalize community involvement as we go through our program. The third concern is what we're doing about the development of community leadership through our program.

In the project that I have recently been directing, we had 500 people who voted in our first community council election. Voters represented about 6% of the student population, which wasn't a bad turnout. It was the best one they'd ever had in the district. But of the fourteen council members elected, only four of them were from the minority groups. The second largest minority group in the community, Filipino, was not represented at all on the council. The largest minority district was one-third Hispanic and was represented by only one Chicano woman. And there were no low-income parents elected to the council. They were all blue collar workers, most of them are home owners, many of them middle class, and two are professionals. Teacher Corps is a program to serve poverty kids and it is a program committed to multicultural education. Therefore, I think we have a question to address to ourselves in our council. Have we yet been able to involve the parents of the children we are to be serving?

The election process is one that takes a while. You've got to make sure people run for office though you can't always insure their elec-

tion; you should look very carefully at ways in which you can involve low-income parents and parents of all the minorities and language groups that are represented in the project community. Think about what you can do when vacancies come up. You may have bylaws. Do your bylaws allow you to appoint groups of people not sufficiently represented? Our council finally changed the bylaws so that people who were representative of groups that were not proportionately represented would have first chance to be appointed. Think about ways you can involve people who are not council members in task groups, subcommittees, and in other activities.

My second concern is institutionalization. Although we often talk about institutionalizing programs for training teachers and school programs, we also need to be talking about institutionalizing community participation. (By the way, institutionalization isn't a new idea. In 1969 we called it "program continuity," continuing what you started that was good.) We've got a problem in institutionalizing community participation. The feeder system that Teacher Corps refers to may be a reality in some of the smaller areas, but in the city, it's a myth. In cities, most high schools have at least ten elementary schools and several junior high schools feeding in. With three or four project schools, you're not even getting to most of the feeder system.

What, then, can we do to institutionalize community participation? I think we've got to look at both the larger system and smaller unit. What are the natural larger systems? Where do you have natural systems in your community where community participation should occur? Most school districts have a district advisory council of some kind that represents all Title I councils in the school and some programs have tied into the

district advisory council. Maybe you have other kinds of district-wide or areawide community advisory groups. Begin looking now at ways in which you can tie into these larger groups because they have a natural on-going constituency in the system. Perhaps there are ways in which community participation can be continued on the advisory groups to the university and university training programs. Maybe you do have a natural area that's not a jurisdiction.. San Jose, California, for instance is working with what they call the Downtown Educator; it's a natural area. It is broader than the Teacher Corps project, but the Teacher Corps project is within it, so they're beginning to mobilize more people.

Next look at a smaller unit. You should have community participation established in some way at every school site in which you're working. If you do not have a comprehensive mechanism for continuous community involvement at the school site level, then that is something that you should focus on. In California we have what we call a "School Improvement Plan" which is allowing schools to receive state funds as they develop school-community site councils. Our whole plan for the last Teacher Corps project was to use our Teacher Corps community council as leadership training for people who were working at that school site level because when Teacher Corps leaves, what's going to remain in the district is going to be a school site council -- not Teacher Corps. We think we really need to identify those groups that we can help. You may occasionally have some projects that will have a natural transition. Some Youth Advocacy projects may be filling a void where there is no existing mechanism to coordinate several agencies. You may have a reason to continue to exist because you have provided a new kind of bond between institutions. You do need to look during your first and second years at

the fourth, fifth, and sixth years. What's going to happen when Teacher Corps funds go? How are you going to continue that kind of community participation?

My last concern relates to community leadership and training. Teacher Corps is providing training for prospective teachers. It's providing training for principals and providing training for teachers already in the schools. It should be providing training for the community. If you do not have a leadership training opportunity in your Teacher Corps project, I urge you to consider it. Consider it not only for your council members but for other natural leaders in those units in which you are working, like the school sites. Leadership training, like learning, comes in many ways. Some of it is experience, and you, as active participants in the council and policy boards, are going to learn a lot from those experiences. But you also need to find some formal ways of developing organizational skills both in meetings and in community involvement and organization. Your primary task as you work with the Teacher Corps project, of course, is to see that your goals for the total program are institutionalized -- developed first and then continued where they have been proven to be successful and have been demonstrated. But don't forget that while community participation is in all other aspects of the program, you must concern yourself with how the community involvement can continue.

I think it's important that communities do learn about the differences in decision-making within universities and schools. As you sit on a policy board, you are dealing with the dean who operates one way in the university and a superintendent who operates another way in the school district. The nature of their institutions affects the rules

that they will follow in a collaborative effort. You need to have some time to clarify your relationships -- as chairperson of the community council and as a member of the policy board, and to Teacher Corps staff and the way in which you work with them. They assist you and you can assist them. You need to have some chances to explore the strategies by which you bring concerns from communities before the policy board that are not in your project's program right now.

I also think you really need to know and explore the hidden power of superintendents. There's no way of getting around the fact that the superintendent is the most powerful member on the policy board. The power resides there in many aspects of the program. But your community council and your policy board can serve as both a communication link and a very important forum for discussion and sharing of ideas that have not previously existed. I hope that as your projects develop you will see networks of communication develop among the community members and among the community of these two institutions -- the school and college. Today Teacher Corps projects are continuing to work for the same goals that they started working on in 1965 -- to improve educational opportunities for low-income children and to improve the programs of teacher preparation and teacher retraining.

In Teacher Corps, the community has been on the move since the early movers and shakers like Elaine Blake. Teacher Corps pushed past that kind of "do-gooder" stage into active community involvement. Now, all evaluations of Teacher Corps interns have shown that one of their most distinguishing characteristics is their awareness and view of community resources, of community culture, and of people who instruct kids. This

awareness has come about through what they have been learning in working with the community. Community voices have been heard on selection panels for interns since 1967, long before community people were involved in selection of teachers and principals in most districts. Opportunities for training have been provided at the regional and national levels for the past ten years in Teacher Corps. Former community coordinators and participants are now on school boards. "Hattie" Harrison of Baltimore is now serving in the Maryland State Assembly. Claudette Powers of Los Angeles is now a teacher. Many of them have gone on to other roles in education and community service. Together with project staff, interns, and community coordinators, community councils have revised curriculum, expanded learning center programs, helped offenders reenter the community, extended their established day care and preschool home learning programs, and helped to develop many other parent education programs around the country.

Horizons have been expanded through Teacher Corps. One of the early projects involving the community interns was the exchange between projects in Hawaii and on the Navajo Reservation. Staff members and interns met each other at a conference and both agreed that they had isolated communities. Students in their communities really did not have wide exposure. In the course of a year, they exchanged letters, studied each other's communities, and were able to raise funds locally to send a few children on exchange visits between Hawaii and the Navajo Reservation. One of the intern community ventures several years ago was a kind of "Foxfire" publication. Interns in various Teachers Corps projects involved the community members and the children in gathering information about their culture and the communities in which they lived. They put

together the information into a learning booklet that can be used by other projects. From French-speaking rural Maine to Alabama, inner-city Washington to Guam, Puerto Rico to Alaska, migrant California to migrant Michigan, North Dakota Native Americans to the pockets of Samoans, Cubans and Vietnamese, Teacher Corps is always working in many diverse communities. We have a national network; and friendships and alliances have been formed across this country. Teacher Corps is a national program for demonstration of staff development and school improvement. And it's now offering full partnership with the community. I think you could call this era the phase of "Community Leadership."

To take advantage of this unique opportunity, you as community leaders are going to have to build your constituencies, learn some political skills of alliance, and realize that parity, like the ideals of justice and love, is very elusive and hard to reach. One of the early Teacher Corps recruitment posters designed by Sister Corita says: "It's a Two-Way Street," with an arrow pointing two ways. The point is: When you come in to serve with Teacher Corps, you get as much as you give. I think it's too bad that we have thought of Teacher Corps with a capital "T" -- the teacher in our public schools -- because we are <u>all</u> students and teachers. The community has taught interns and has worked with university faculty. We're teaching each other in this program and we're also all learners. In our local Teacher Corps project, we adapted the following motto which I'd like to share with you:

> Teachers, parents, and teacher educators,
> teaching and learning together.

And that's what we're all about.

"COUNCIL CHAIRPERSONS AS LEADERS"

BY

RICHARD "PETE" MESA

"Council Chairpersons as Leaders"

Richard "Pete" Mesa

Richard "Pete" Mesa is presently superintendent of the Milpitas Unified School District in Milpitas, California. Having served as executive director of the Urban/Rural program, "Pete" has also worked extensively with the Teacher Corps Program's community effort.

I want to talk about leadership in the Teacher Corps community council, specifically about the role of the community council chairperson. My comments will be drawn from experiences with the Urban/Rural School Development Program which contained legislation stating that a council, composed of half teachers and half parents, would serve as the governing body for the expenditure of the funds provided by the Urban/Rural Program. One of the strongest determiners of the success of an Urban/Rural project was the council chairperson.

In reality, the role of a council chairperson is like the role of any leader. It has a lot of elements in common with other leadership positions. The first point that I want to look at in considering the common elements of leadership is part of my own philosophy of administration. It is a philosophy that I seek to impart to administrators that work

with me or for me and that I think is probably the strongest determiner of success of the council chairperson. The primary role, the primary responsibility of the council chairperson, is to internalize the mission of the organization, in this case, Teacher Corps. The chairperson needs to learn and internalize the mission and all the elements of the Teacher Corps program. The chairperson must then keep the council and the entire project focused on the achievement of that mission. Now that seems commonplace, but it's often stated more than it's practiced.

One of the most constant dangers in any organization is the tendency of organizations toward goal displacement. That is, the goals of the organization -- in this case the goals of the council, the goals of the school, the goals of the Teacher Corps project -- can be easily displaced in a number of ways. One of the ways in which this displacement takes place is by running an organization more for the sake of those who work in it rather than for those that the organization serves. And that's one of the common ways in which the council chairperson can allow goals to be displaced. The chairperson may make decisions or be party to decisions that are more designed to make things comfortable for him/herself and the council than they are to serve the children in the schools. Therefore, avoiding goal displacement is one of the responsibilities of the council chairperson.

How does the chairperson carry out that responsibility? In the council meetings the chairperson must listen for the comments, the use of energy, and the decisions that tend to direct the council away from its central mission: Providing an environment in the school that makes learning more effective for low-income children. Since that is the mission of Teacher Corps, the central activity of the chairperson should be to

maintain the organization on that course. The Teacher Corps mission is specified in four basic outcomes and in eight program means by which the outcomes can be accomplished. The chairperson needs to study and understand thoroughly these basic outcomes and these means, so that s/he can continually bring the council back on course. In his/her activity on the policy board, the chairperson needs to keep the dean and superintendent reminded of the central mission.

Why should the council and the council chairperson feel the particular burden of this responsibility? And why are they in a pivotal position, a strategic position, to maintain the project and the school on the course toward this mission? One reason is that the chairperson and the council are the receivers of the service. They are not the renderers, but the receivers that Bill Smith, Director of Teacher Corps, described when he first conceived the idea of parity for the community council. An important dimension of the roles of the council chairperson and the council members is that they have nothing to gain from anything except the accomplishment of the mission. The other people involved have things to gain in other ways. For example, an administrator has a lot to gain by maintaining his/her faculty and relating well with them by not bothering them too much about maintaining their course toward the accomplishment of the mission. That's one way in which the administrator can give over his/her responsibility to maintain an organization on course.

It is no secret that there are several ways in which you can run an organization, a school, or a school district. You can run it for the comfort of the faculty, the people who work in it. Or you can run it in response to the priorities and the concerns of the parents. Or you can run

it for what is important and real and necessary for the children. In recent years we conducted studies and surveys with some schools in which we asked basically the same questions of the teachers, of the communities, and of the students. We asked them to rate their school in terms of comfort and in terms of their morale and their feelings about the school. The results indicate that in one of the schools, the parents rated the school as extremely high, the faculty rated it so-so, and the students rated it very low. At another school, the students rated the school high, the parents rated it so-so, and the teachers rated it low. The latter was the school that contained the most minority youngsters. The students felt good there, the parents felt not so good about it, but the teachers really thought it was a sad school. You could run that school so that the teachers would feel good, but that might contradict how the students might feel. The point that I'm making in all of this is that it is very important that the central mission here is to provide an environment that is conducive to the learning of low-income children and other children. That may occasionally contradict what the parents and teachers think the school ought to be doing. There should, of course, be emphasis on the interests of parents and teachers; but we should really be looking at the needs of children.

What does that mean in terms of the council chairperson's role? What does it mean for the council? It means that rather than make assumptions about what is good for the school, based on parent or teacher perceptions, we ought to look carefully at the needs of children, study the needs of children, and then base our program on that.

Another responsibility of the council chairperson is to <u>lead</u> the council in thinking and planning just how the council and the community

can participate in, contribute to, and insure that the mission of Teacher Corps is accomplished through achievement of the basic outcomes and program means. The council chairperson and the council members are responsible for developing mechanisms or strategies to get the community to participate in, contribute to, and insure the accomplishment of the basic mission of the Teacher Corps program. Now, that sounds a lot easier than it is, of course. You already know that from your own experience. But at this point, I want to emphasize the responsibility of the council chairperson. The responsibility of the council chairperson needs to be quite clear and explicit in the council chairperson's own mind so that s/he can clearly communicate that message to others.

Another responsibility of the council chairperson is to <u>organize</u> the council and the community to insure the accomplishment of the Teacher Corps goals. Now, this is different from the one I just mentioned in that the operative term here is organize the council. In the first case it was to assume the responsibility; but in this case I'm specifying that the organization of the council is essential to accomplishing this. This idea means that the council probably should be augmented by other community people, particularly by including them in task forces that are organized to contribute to the various elements in the Teacher Corps project. For example, the council, with additional community people, could be organized into committees or task forces that could work with the school faculty and the university staff on the curriculum development. Or they might work in the area of multicultural education, in the area of school environment, or other appropriate areas. Any of these categories will be areas of activity along which the council could organize itself. Through such organization, the chairperson would be fulfilling his/her

responsibility by monitoring, guiding, or helping the activity of each of these task forces.

These task forces would probably have various functions. One responsibility of council members would be to contribute to the various teacher groups that are working on curriculum or multicultural education, or the individualization of instruction, or school environment. The word contribute is important. Too often parents feel that they have nothing to contribute, that they have nothing to give to "professional" activities.

That's just not the case. In any problem or need area, parents have a perception or a point of view that is very important for the professionals to consider as they think about and plan for the resolution of that need or problem. Without the inclusion of what parents know about the problem or what parents perceive about a problem, these professionals might well construct a solution that would fail. I think it's very important that the professional find ways to use the input of community people in the solution of problems.

Another responsibility of the chairperson is to lead the council through the thinking about and the formulating of policy and proposals, as well as the design of activities that the chairperson is to carry to the policy board. I would submit that the role of the council here is not advisory. The role of the council is to provide direction to the chairperson as to how to proceed in the expression of policies and proposals at the policy board level. I think it would soon undermine the confidence of the council if too often the chairperson were to go to a policy board meeting and were to contradict the desires of the council.

The chairperson is also responsible for representing the council as

an equal partner on the policy board. This may sound more difficult than it actually is. As I have talked to council chairpersons, the awesome prospect of having to interact with the superintendent and the dean of a school of education, both of whom have extensive degrees and credentials, background and experience, is threatening to council chairpersons and council members. However, if a chairperson can deal with these individuals on an equal basis, the chairperson will maintain the confidence and the credibility of the council. If the council chairperson cannot interact as an equal partner over time, the chairperson will lose the confidence of the council. It's important, therefore, for the council chairperson to be aware that s/he needs to establish him/ herself and act as an equal partner in that two-way interaction. The question, then, arises as to how a chairperson does this, since the council chairperson is generally a layperson and these other people are professionals. I think there are some conditions that can equalize this situation that council chairpersons should know.

First of all, it is possible to make changes in the status that you have in relation to another person. If you go in with the feeling that you're not at the same level of status or level of preparation as the dean or as the superintendent, it is possible to change that very quickly. Superintendents and deans have a great range of responsibility and a great range of information and activity with which to work. One of the characteristics of these individuals is they know a little about a lot of things because they have to function as generalists. One of the things that a council chairpersons can do is to focus in on the legislation, the regulations, the mission, the goals of Teacher Corps, and learn those thoroughly. In a short time s/he can demonstrate to the

policy board that, indeed, s/he is better informed about the intent of Teacher Corps than are those other individuals. To the extent that s/he begins to demonstrate that over time, his/her status in relation to individuals will shift, and s/he'll be operating at an equal basis or a higher basis. Preparation and hard work and the learning of something new is a very equalizing process.

The second thing is that, though you may not realize it, the superintendent and the dean may be in the same boat you're in since they may not be accustomed to interacting with community persons. Although they may not show it, the superintendent and the dean may be just as uneasy in interacting with community as the chairperson might be in interacting with schools and universities.

There are other equalizing factors. One is that both the dean and the superintendent know that you have a council of community people behind you and that behind the council are constituencies of a broader community. One of the things that you want to do is to have the council establish the linkages with the broader community in a visible way. Both the dean and superintendent will know that you have those connections and that when you speak, you're not only representing the council, but you're representing other people beyond them.

You can also use some of the strategies that managers of organizations use constantly as they deal with problems. One of these is informal contact. You can be sure that prior to policy board meetings at which important issues are going to be raised, the superintendent and dean may be calling each other, particularly if they feel that some kind of alliance is to their benefit. I think the council chairperson ought to do the same thing. The week before a meeting, the chairperson should call

the dean and/or superintendent and say: "How are you feeling about this? What do you think about this issue? Do you mind sharing with me how you might be voting for this?" That is good information to have before you go to the meeting. It's called spade work. You do that before you go into the meeting since it's a very important process. Laypersons are often reluctant to do this because they might feel that they don't know these individuals well enough, that they are too busy or too important for you to intrude on their time. That's not the way it is at all. If you feel confident to try it, you might get some valuable cooperation and information in the process.

Another set of activities and responsibilities for the council chairperson is to serve as a trouble-shooter and a problem-solver. This is a learnable skill. Probably the quickest strategy for a new chairperson to employ in trouble-shooting and problem-solving is to be aware that there is help and not be afraid to bring it in. I think that's why that line item budget for the council is so important -- to be able to bring in someone to help in the problem-solving process. It is important to establish a problem-solving process that is communicated to everyone so that when you're in the middle of a problem-solving situation, people know what you're doing and where you are in solving the problem. The process ought to be visible. It ought to be understood by everybody. It's important to be consistent in the employment of that process unless there's a reason for changing it. There's reassurance for a council and a community when they know that a problem is going to be solved using a known, visible process. When problems arise, the chairperson should initiate the process to solve the problem.

I said earlier that one of the most important roles and functions

of a chairperson or any leader is that of maintaining an organization on course towards its main mission, towards its goal. I would say the second most important goal is working for the comfort, the good feeling, and the morale of the people that work in the organization. It's important to maintain an organization on course while at the same time looking out for the welfare of the individuals who work in the organization. Therefore, the council chairperson's job is to be sensitive to the needs and the feelings of all the council members, the community people, the various segments within the community, the faculty, and others. The chairperson should always try to empathize with the individual who may be feeling some discomfort and then provide some process or mechanism for the easing of that discomfort. It's part of the problem-solving process, but it's also distinct enough and important enough to emphasize separately.

To sum up, I'd like to go back and highlight two of the ideas that I think are important. One is that the council chairperson needs to work very hard in order to be informed sufficiently to be the "authoritative" person in the organization -- that is, s/he could be the person who knows the problem more than anyone, what the mission is, what the goals are, what the processes in Teacher Corps are. The chairperson also needs to work very hard to prepare for the policy board meetings. This means that the council chairperson needs to be a person of high energy, with some discretionary time that s/he can devote to this job. The chairperson almost has to be a person who sees this role as a part-time job except that s/he won't get paid for it. It's necessary to devote much time and commitment to the job in order to be informed and to be in touch with what is going on in the organization.

The second thing that I'd like to reiterate is that when the council chairperson is working to maintain the organization on course, s/he also has to be very aware of the need to maintain an integrity of process. There are shortcut ways -- "quick and dirty" ways -- by which you can maintain an organization on course. But in the long run, it's self-defeating. It's important to maintain an integrity in the process. By "integrity" I mean that you're fair to people, that you keep people informed, that you're open and share the information with all those around you, and that you constantly look ahead to the essential purpose. One of the curious things that I've found in my years of administration is that when people feel good about what they're doing, morale is lifted and energy is created when people see that they're working toward a clear mission of which they approve. I don't see how anyone can disapprove of the mission of Teacher Corps. People will work unbelievably hard and will put out enormous amounts of energy when they're involved in such a process and when they see that people are moving toward a clearly stated and clearly good and useful purpose. Sometimes we make the mistake, or maybe I should own up and say I made the mistake, of thinking that one can create morale or good feelings in an organization by giving people what they want but what is not related to that central mission. If you see your organization doing that, I think you as a council chairperson should use caution and pull your organization back from that.

In closing, there are powerful reasons for the involvement of community and parents in the education of children. One of them is that parents often know as much or more than any professional can possibly know about his or her own child. That information ought to be part of the information used by the institution in the education of a child.

That is particularly true when a child is different from the mainstream of the population, if the child is low-income or culturally different in some way. The parent will invariably know more about the child than the professional can possibly know. The best examples that I can think of are the parents of handicapped children. In a very short time these parents learn more about the law, learn more about the therapy, even oftentimes learn more about what is needed for the child than the professionals. And that's the model and example I can use to give encouragement to the council chairperson. If possible, you, the chairperson should learn a great deal about a concentrated area, enough so that you can "defend" yourself (and I use that word cautiously) when you're interacting with professionals. There are compelling and powerful reasons for the involvement of parents in the education of children. One of them is that parents know a lot about their own children. Another is that since you are the ones whose strongest interest is really in the education and the learning of children, you as chairpersons and council members are probably the strongest and most pivotal roles in the maintaining of the program toward the purpose that it is supposed to serve. That should be sufficient to keep almost any chairperson and council busy for the life of the project.

"PLANNING, IMPLEMENTATION, AND EVALUATION
IN '78 & '79 TEACHER CORPS PROJECTS: AN OVERVIEW"

BY

EDITH MILLER

"Planning, Implementation and Evaluation in '78 and '79 Projects: An Overview"

Edith Miller

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I've been asked to talk with you today to provide an overview of the processes of planning, implementation and evaluation. We educators are often guilty of getting so caught up in educational jargon that we make simple processes sound quite complicated. What I'd like to try to do is to "demistify" the words "planning", "implementation", and "evaluation" because they are really very simple processes that we all use every day.

The whole notion of planning from my point of view is considering where we want to go and what we want to have happen after we get there or what do we do on the way to where we're going. Another thing that you have to focus on when you're talking about planning is: "What do we expect to have happen on the way?" Often, when we talk about planning we tend to make it a mysterious process. Planning is really just a map for where we want to go and what we want to have happen on the way.

Implementing, of course, is: "What are we going to do?" It is the action we're going to take to insure that we get where we want to be and that what we want to happen really happens. Another way to focus on it is to ask: "How do we do these things?" "What kinds of feelings and atmospheres do we need to generate as a part of the process?"

Evaluating is an even simpler process that is mystified by high-sounding and statistical terms that make us feel that surely we can't do it. Actually we all do it all the time. We ask: "How do I feel?" "What do I think about this?" "What does this really mean to me?" Evaluating is really asking questions to determine whether we got where we wanted to be or whether what we wanted to happen really did happen. We also want to determine the effectiveness of how it happened by taking a look at what happened along the way.

I know this is a very simple way to conceptualize these three ideas; but essentially, from my point of view, that's the way I have to categorize the subject. Even if we get involved in new terms, new ideas, and new approaches to doing things, I can still look back and say: "Well, what I'm trying to do when I'm planning is build myself a road map. When I'm implementing, I'm deciding what kind of action I'm going to take. When I'm evaluating, I'm trying to decide whether it was good or bad or whether it worked or it didn't work or whether I can make some adjustments to make it better."

There are some key terms that we use a great deal when we're talking about planning, implementation, and evaluation. One area that we talk about is the "process/product" dichotomy. "Process" simply refers to how we're going to do something. "Product", of course, refers to what we're going to end up with. I try to keep those keys in my mind so that

I don't wind up trying to redefine the terms in every new context.

The dichotomy of formal versus informal is another thing that we talk about frequently. Formal methods for planning, implementation, and evaluation are those methods that are well-planned, well-organized, and usually involve others. The informal methods are those spontaneous, unplanned activities that we do. For example, informal evaluation is constantly going on during this three-day period. We've checked with our neighbors about whether that activity makes sense to them or whether that approach is usable in a particular situation. We use it for making personal decisions -- "Well, I believe I could use that," or "I don't think I could use the other." At the same time, there have been some formal evaluation activities such as the evaluation forms you've completed. We've been engaging in formal and informal evaluation throughout the workshop.

Another set of terms that we often use in planning, implementation, and evaluation are the notions of goals, objectives, and activities. We keep seeing or hearing these terms over and over again. Goals are just those general statements of what we hope to do. That's our statement of hope and expectation. And if we back away, look at the experience that we're now engaging in, the ultimate goal is to develop effective community councils for the Teacher Corps project. That's the long-range goal. Objectives, of course, are more specific statements which direct progress toward this goal. A specific objective of this experience in which we are now engaged, of course, is to develop community chairpersons as effective leaders. That development could be an extension of already developed leadership expertise or development of new skills. It could take many forms because we all start from different points in any kind

of development process. The activities and methods we're engaged in are the specific things we do to achieve the goals and objectives. The overall activity or method that we're using is this training event. We're here together in a training experience or activity working toward a goal with one specific objective being to develop leadership or to extend the leadership already existing.

Another dichotomy of terms that comes up in evaluation is the notion of formative and summative evaluation. Those sound like really "high-falutin" terms. They're really quite simple. The whole formative notion is asking questions along the way. "Is what we want to happen really happening?" "How can we adjust?" "How can we make changes or adaptations that make it better, or keep it as good as it is?" The summative notion is asking questions at the end. "Was it good? Was it bad? Did it work? Did it not work?" They're very much what the terms imply. Formative allows us to form things and shape them by virtue of asking the right kinds of evaluative questions and summative allows us to make a decision at the end. Using those two kinds of evaluations allows us to have enough information so that we don't wind up at the end saying, "Well, if I had known some things along the way, I would've done it differently." And that's really the most exciting dimension of looking at evaluation as a growth process rather than as a value judgement.

The interesting thing about looking at planning, implementation and evaluation as three separate concepts is that in reality they're not three separate concepts. They are separate, but they're not separate. Each concept or activity leads into the other; while you're planning, you're also evaluating; you're also trying out in your mind the ways you're going to implement. When you're planning, you're talking about

where to go and what to do and under what conditions. And, essentially, the "where to go" and "what to do" dimension is a product notion. Where to go and what to do is the substance of what we're dealing with, or the product. Under what conditions is the how notion, or the process notion.

If you take the planning activity to its next logical step, the implementation phase, we're talking about what kind of action to take. We found out where we want to go and what we want to do and under what conditions we want that to happen. And then we have to decide how we're going to get this from a piece of paper into real life. So, we decide on what action we're going to take and then how we're going to take that action.

We're now talking about the product and process connection. Evaluation, of course, follows the same notion. You're going to ask questions in evaluation that allow you to determine: "Did we get there and did we do what we wanted to do? And was it a good way to do it?" Again, you've got a product and a process evaluation. We're really talking about a process that begins and never ends. We're evaluating all the time. As we evaluate, we're implementing changes in the planning process. It's an interwoven series of steps that we're involved in. One without the other is a somewhat empty process. Perhaps we can see it better if we back away from our own experience and take a look at what we've done here. If we look at the planning, the result of the planning of this training event was the design for the workshop, from a product point of view. From a process point of view, the planning was indeed the planning and developmental sessions that were held to get all this together so that there would be some sort of rhyme and reason, some direction, some

well-articulated activities. All these beautiful materials and marvelous resources did not happen by accident. I wish I could claim credit for them because I think it's been a wonderful aspect of the workshop.

The question, again, is what kind of action do we take to bring about a plan, to get where we want to go, to do what we want to do. We've had short presentations on topics and then a variety of skill development sessions. The process dimension on the implementation phase, of course, is how we did it. There's been a lot of group involvement. There's been a tremendous activity orientation. We've not done a lot of "talking at" people for long periods of time because we learn better by doing. That's one of the things we know about learning, so why not act on it? There's been a strong reality base for everything that we've done. I noticed that was the intent in the planning session. Of course, there's a spirit of collaboration. We worked together and we learned together. So, this is, of course, the process dimension of the implementation of this particular experience that we have shared. There have been a number of kinds of evaluations that have occurred all along as we've talked in an informal way. We've also completed evaluation forms on the experiences that we've had. Those are products. Did we do what we wanted to do? Did we give the kind of information that you wanted, that would help you to develop the awareness that you needed?

Then there's, of course, a whole variety of process kinds of evaluation. "Questions anyone?" is a very good kind of process evaluation. It's been a marvelous atmosphere for asking questions if you don't understand what's happening. The synthesis activities at the end of the sessions said, "Let's take a look at what we've learned and raise issues that we want to focus on at a later point in time." The basic question,

"Does this help?" is a kind of process evaluation that we've been continuously involved in throughout this training event.

Planning, implementation, and evaluation are separate processes, or functions, or activities. They are separate in the sense that often we legitimately focus on one at a time. However, they're interwoven: We plan for implementing and evaluating. We evaluate during our planning. We implement changes that we need to make on the basis of that evaluation data. So the cycle of planning, impementation, and evaluation is never-ending.

PART II

RESOURCES

SOMETHING TO TAKE HOME

PART II

Introduction

The speeches printed in Part I of this Sourcebook were presented at the "Community Council Chairpersons' Workshop" sponsored by the Southeastern Recruitment and Community Technical Resource Center in Atlanta, Georgia. To enhance the reader's understanding of the context in which these speeches were given, additonal information and materials from the workshop have been included in Part II. It is felt that these resource materials can be used by the reader in the implementation of a local Community Based Education Model and/or related council and community activities.

Contents

Section ONE -- Agenda, Participants, Resource Persons

Section TWO -- Basic Teacher Corps Information and Community Issues

Section THREE -- "A Plan for Learning How to Plan" by Ken Young

Section FOUR -- "Chairpersons as Policy Board Leaders" by Bess Howard

Section FIVE -- Bibliographies of Resource Materials

Section SIX -- Graphic Representations of "Community Council Chairpersons' Workshop" by David Phipps

SECTION ONE

AGENDA, PARTICIPANTS, RESOURCE PERSONS

WORKSHOP OBJECTIVES
GREATER KNOWLEDGE OF TEACHER CORPS
UNDERSTANDING PLANNING, IMPLEMENTATION & EVALUATION
GREATER AWARENESS AND UNDERSTANDING LEADERSHIP
GREATER AWARENESS OF COMMUNITY COUNCIL ROLE
UNDERSTANDING OF SPECIFIC RESPONSIBILITIES

SECTION ONE

Agenda, Participants, Resource Persons

Section One includes a copy of the "Community Council Chairpersons' Workshop" agenda and a listing of the names and addresses of all workshop participants, presentors, and facilitators. The agenda not only provides a context for the workshop activities, but may also serve as a model in planning other related workshops. The list of participants is included to serve as a resource for those who may wish to contact community or project persons who were involved in the workshop activities. The list of presentors and facilitators will provide you with names and addresses of persons whom you may wish to use at your own training events.

COMMUNITY COUNCIL CHAIRPERSONS' WORKSHOP

sponsored by

Southeastern RCTR Center

November 1, 2, 3, 1979

Atlanta Airport Hilton Inn
Atlanta, Georgia

A G E N D A

Thursday, November 1, 1979

4:30pm - 6:00pm	Registration	Terrace Room
6:30pm - 7:30pm	Buffet Dinner	Terrace Room
7:30pm - 8:00pm	Break	
8:00pm - 10:30pm	WORKSHOP SESSION I	Terrace Room

Welcome---Introductions
Nancy Bonney

"Who and What of RCTR Centers"
Martha White

"The Why of 'Community' in Teacher Corps"
Introduction: Barbara Vance
Presentor: Bob Ardike, Teacher Corps Washington

"The Teacher Corps' Cores"
Introduction: Don Parker
Presentors: Annette Gromfin and
Burnett Joiner

"1978 Teacher Corps Conference Film"
Introduction: Chet Hill

"Attitude Adjustment Time" — RCTR Hospitality Suite
Augusta Suite

COMMUNITY COUNCIL CHAIRPERSONS' WORKSHOP

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Friday, November 2, 1979

WORKSHOP SESSION II

8:00am - 8:30am	Coffee, Tea, Juice, Danish	Terrace Room
8:30am - 9:00am	Overview of Session II Nancy Bonney & Annette Gromfin	
9:00am -11:00am	"The Meaning of Community in Teacher Corps" Introduction: Don Parker Presentor: Margaret Chambers	
	"Sharing the 'Good Beginnings'" Facilitator: Mary Nur	
10:15am - 10:30am	BREAK	
10:30am - 11:00am	"Council Chairpersons as Leaders" Introduction: Chet Hill Presentor: Pete Mesa	
11:00am - 1:00pm	"The Two Worlds of the Chairperson" Overview: Annette Gromfin	

"Chairpersons as Council Leaders"

Pete Mesa
Mary Nur
Ken Young
(Terrace Room)

"Chairpersons as Policy Board Leaders"

Bess Howard
Margaret Chambers
(Peachtree/Dogwood Room)

COMMUNITY COUNCIL CHAIRPERSONS' WORKSHOP

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Friday, November 2, 1979 (continued)

1:00pm - 2:15pm	Buffet Luncheon	International B & C
	Overview of Session III (Saturday AM Presentation) Ken Young Meredith Adler Jeanie Crosby	
2:15pm - 4:15pm	"The Two Worlds of the Chairperson" (Repeat of AM Sessions)	
	"Chairpersons as Council Leaders"	Terrace Room
	"Chairpersons as Policy Board Leaders"	Peachtree/Dogwood Room
4:15pm - 5:00pm	"Synthesis for the Day" Moderator: Annette Gromfin	Terrace Room
5:00pm - 6:00pm	'78 and '79 Projects Resource Room Participants view ideas and materials from '78 & '79 projects in Southeastern Region	Peachtree Room
	Rap Session for New Persons with RCTR Staff	Terrace Room
	Rap Session for Directors with Bess Howard	
6:00pm - 8:00pm	Southern Hospitality Time	RCTR Hospitality Suite Augusta Suite

Friday Evening - Dinner on Your Own!!

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Atlanta Airport Hilton Inn
Atlanta, Georgia

Saturday, November 3, 1979

8:00am - 8:30am	Coffee, Tea, Juice, Danish	Terrace Room
8:30am - 9:15am	WORKSHOP SESSION III	Terrace Room

"Planning, Implementation, and Evaluation
in '78 & '79 Projects: An Overview"
Introduction: Barbara Vance
Presentor: Edith Miller

9:15am - 11:00am	Three Concurrent Sessions	
	"Planning" Ken Young Burnett Joiner	Dogwood Room
	"Implementation" Meredith Adler	Terrace Room
	"Evaluation" Jeanie Crosby Edith Miller	Peachtree Room
11:00am - 12:15pm	"Sharing of Issues, Concerns, Learnings" Moderator: Annette Gromfin	Terrace Room
12:15pm - 1:00pm	Check-out time	
	'78 - '79 Project Resource Room	Peachtree Room
1:00pm - 3:00pm	WORKSHOP SESSION IV	International B & C

Buffet Luncheon

"Workshop in Summary" (Graphics and Verbals)
David Phipps

"Achievements and Awards"
Nancy Bonney
G O O D - B Y E S

We hope to see you again soon!!

COMMUNITY COUNCIL CHAIRPERSONS' WORKSHOP

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Southeastern RCTR Center

November 1,2,3, 1979

Atlanta Airport Hilton Inn
Atlanta, Georgia

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November 1,2,3, 1979

Atlanta Airport Hilton Inn
Atlanta, Georgia

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SECTION TWO

BASIC TEACHER CORPS INFORMATION AND COMMUNITY ISSUES

SECTION TWO

Basic Teacher Corps Information and Community Issues

The following handouts were given to all participants at the workshop to help provide them with a conceptual framework and a consistent knowledge base. The first two handouts, "Glossary of the Most Used Terms in Teacher Corps Projects" and "Teacher Corps Talks About..." can be particularly useful in orienting community persons to Teacher Corps and to community based education. The third handout is a compilation of issues relating to council and project operations. The handout raises issues and questions but provides no answers since most can be answered only at the local level. It may be a useful tool in helping councils face the issues they must resolve to become effective. The fourth handout,"FACTS", is included to give readers a sample of how they might create their own "FACTS" about their project, community council, or any other project group or activity session.

GLOSSARY

of the Most Used Terms in Teacher Corps Projects

Affected Audiences/Key Affected Audiences – Both these terms are used interchangeably. They apply to all groups and/or individuals who are the direct or indirect recipients of activities, services, products, and programs from the Teacher Corps project.

Amendments – Refers to the *proposal plan* that will be submitted to Teacher Corps Washington by each Teacher Corps project every year during the five years of the project duration. This plan will include proposed project operations and the plan for getting these operations accomplished for the upcoming year. The three main constituency groups–school, community, and college–should work together each year on the amendments.

Application for Funding – The initial proposal (plan) that is submitted by a school district, college, and community to seek funding for a Teacher Corps project. This application for funding will be judged by the Office of Education to determine if the guidelines for submitting the proposal have been followed and if the proposed program is worthy of funding.

Board of Education/School Board – Both these terms are used interchangeably. They apply to the official governing body that is either elected or appointed to make policy and oversee the operations of the local public education program.

Board of Regents – The official governing body of the college or university that makes policy and oversees the operations of the higher education programs.

Collaboration – *Dictionary definition:* 1. To work jointly with others especially in an intellectual endeavor. 2. To cooperate with an agency or instrumentality with which one is not immediately connected. 3. To cooperate or willingly assist an enemy of one's country and especially an occupying force. *Further clarification on the definition in the Teacher Corps program.* The establishment of a joint enterprise in which organizations and institutions maintain their own unique goals and sovereignty and still share, in some degree, joint planning, joint decision-making, and joint resource utilization.

Community Based Education (CBE) – One of the major efforts to be defined and operationalized during the life of the Teacher Corps project. Community based education is education based on community needs and resources. Presently, the concept of community based education within the Teacher Corps Program is emerging as a process by which education programs will be community-based as well as school-based. CBE will be collaboratively planned, implemented, and evaluated by all groups that are involved in and affected by the Teacher Corps project.

Community Council – Each Teacher Corps project must include an elected Community Council of at least seven members. The Community Council will participate with the other applicants in planning, implementing (carrying-out), and evaluating the Teacher Corps project.

Community Council Chairperson – Person chosen from the elected Community Council membership by the elected Community Council members to serve on the project's policy board as the representative for the community.

Institution of Higher Education/IHE – The college or university that proposes with the local schools and the community to apply for a Teacher Corps project. The institution of higher education will provide to the project leadership and training for the formal programming for interns and teachers. Each Teacher Corps project must include at least one institution of higher education that offers academic course work at the graduate level leading to a graduate degree in the field of education.

Institutionalization – One of the basic outcomes of the Teacher Corps Program. Institutionalization is the extent to which the project is designed so that successful elements of the project can be incorporated within institution, agency, community, or school programs.

Intern – A Teacher Corps intern is a person recruited to serve in a Teacher Corps project who has a bachelor's degree or its equivalent, with or without a teaching certificate, but who has not had fulltime, paid teaching experience. The intern will receive training over a two-year period within the Teacher Corps project that will result in the earning of a master's degree and teacher certification.

Legislation – Part A of Title V of the Higher Education Act of 1965 was the statute that designated the formation of the Teacher Corps Program. Legislation refers to the original statute as well as amendments to the statute that allows for continued appropriations for the Teacher Corps Program.

Local Education Agency/LEA – The local school system that proposes with a college or university and a community to apply for a Teacher Corps project. The local education agency project schools will provide the place for field-based programming for the Teacher Corps project. The project schools must include all grade levels, kindergarten through grade 12.

National Teacher Corps Office/Teacher Corps Washington/TCW – These terms are used interchangeably. Teacher Corps is in the Office of Education of the Department of Health, Education, and Welfare. The Teacher Corps Washington Office is responsible for the administration of the total Teacher Corps Program. The Teacher Corps Program is administered by the Director of Teacher Corps through three administrative branches: Operations Branch, Management Branch, and Program Development Branch.

Outcomes – Usually referred to as *basic outcomes*. The Teacher Corps legislation states that beginning with the 1978 Teacher Corps projects the following basic outcomes will be planned, implemented, and evaluated by every funded Teacher Corps project:

(a) An improved school climate which fosters the learning of children of low-income families.
(b) An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low-income families.
(c) The continuation of educational improvements (including products, processes, and practices) made as a result of the project, after federal funding ends.
(d) The adoption or adaptation of those educational improvements by other educational agencies and institutions.

Policy Board – The governance group of the Teacher Corps project. The policy board includes, but is not limited to, the dean of the school of education of the college or university, the superintendent of the local education agency, and the chairperson of the project's elected Community Council. Each policy board decides its own governing and operating procedures.

Recruitment and Community Technical Resource Centers/RCTRC – The RCTR Centers* are regional centers which are funded through the Management Branch of Teacher Corps for the purpose of providing technical assistance to Teacher Corps projects. Technical assistance is provided in the areas of:

(1) Recruitment, selection, and enrollment of interns;
(2) Election, organization, and maintenance of Community Councils;
(3) Development and implementation of the community based education effort;
(4) Utilization of community volunteers;
(5) Survey of inservice teacher education programs.

* A list of RCTR Centers is found inside the back cover of this book.

Rules/Regulations – Both terms are used interchangeably and refer to guidelines published in the *Federal Register* that will define the Title V-A Higher Education Act of 1965. Rules and regulations are also defined as interpretations of policy guidelines necessary to the writing of proposals for funding.

Service Area – The immediate area or locale that receives the program benefits of the Teacher Corps project.

Technical Assistance – Assistance is provided to Teacher Corps projects through Teacher Corps contractors in a number of defined, specific, technical areas. Technical assistance contracts in Teacher Corps include Recruitment and Community Resource Centers (RCTRC), Site Specific Technical Assistance (SSTA), and Teacher Corps Networks (12 geographic areas). Teacher Corps projects will have instant, immediate access to these technical assistance services by communicating their needs to the individual contractor.

Temporary System – The Teacher Corps projects are a temporary system. A temporary system means that the system has definite starting and ending times, variable memberships or members representing a variety of permanent systems, and emerging characteristics, purposes, and organizational relationships. (See *Teacher Corps Is . . .* for further clarification of Teacher Corps as a temporary system.)

This glossary is found in:

Carrillo, T., Bonney, N., and White, M. Developing Effective Teacher Corps Community Councils. Southeastern Recruitment and Community Technical Resource Center, University of Georgia, Athens, Georgia, 1979.

TEACHER CORPS TALKS ABOUT....

PURPOSE: To improve educational opportunities for children of low-income areas and to help colleges and schools improve the training of educators.

BASIC OUTCOMES: Improved School Climate - help the school become a better place for learning, a place where people feel safe, comfortable, and excited about learning.

Improved Educational Personnel Development - help develop new ways for people now working in schools or preparing to work in schools to become more effective with students and to develop solutions to school problems.

Continuation of Educational Improvements - find ways to assure that effective parts of the project in areas such as staff development, teacher preparation, community involvement, school climate continue after the project's five years.

Adoption or Adaption of Improvements By Others - make sure other schools and colleges know about and try out successful parts of the project.

PROGRAM ELEMENTS:

Education That Is Multicultural - Example: school people will be more aware of and respond to students with an understanding of their family's culture. Materials used in schools and colleges will acknowledge and use the diverse cultures of the country.

Variability In Students - Example: teachers will be helped to expand their skills to work with many different kinds of students -- such as those who learn by doing, those who learn best in small groups, those who need a lot of structure, etc.

Diagnostic/Prescriptive Teaching - Example: school people will be able to identify students who are having learning problems and develop learning programs that fit each student's needs.

Integration of Pre-Service And In-Service Training - Example: colleges will work at the same time with both teachers and people preparing to be teachers in schools on similar tasks.

Field-Based And Community-Based Education - Example: as part of their learning, project interns and teachers will work with community members to develop programs that are responsive to these particular students.

PROGRAM TIMELINES:

Projects are funded for five years. Common activities for each year are:

Year 1	Planning Project Developed and Organized Council Elected Team Leader Hired Interns Selected
Year 2 + 3	Implementation of Training Intern Program School Personnel Training
Year 4 + 5	Dissemination and Demonstration School Personnel Training Project Successes Spread to Other Schools and Colleges

OTHER TERMS:

Feeder Schools - A group of schools, providing Grades K-12, where the majority of students from the elementary school(s) included go to the secondary school(s) included.

Documentation - Writing down, taking pictures of, keeping track of what happens in the project so that others know the situation, what worked, what didn't work and why, etc.

Demonstration - Telling and showing others about the project's processes, practices, and/or products.

Institutionalization - Taking steps to make sure that what gets started in schools and colleges during the project becomes an on-going part of their regular programs and practices.

*This set of basic Teacher Corps information was synthesized from Teacher Corps regulations and documents and written by Jeanie Crosby, Director, New England Institute in Education, Portsmouth, New Hampshire for the RCTR Center's training sessions.

COMMUNITY COUNCIL ISSUES

Chairperson's Relationship To Council

- How does the chairperson relate to peers on the council in a leadership role?

- How does the chairperson most effectively represent the council, on the policy board or in other project meetings? Since the council usually meets only once a month, how does the chairperson know the views of the council; how does the chairperson separate his/her personal opinions from council decisions?

- How does the chairperson effectively communicate information back to the council?

- What are council members responsibilities if the chairperson does not demonstrate effective leadership (either too dominant or lacking leadership all together)?

- What type of training activities/resources are available to chairpersons and in what areas -- i.e. leadership, meeting skills, etc.?

Chairperson's Role On Policy Board

- How does the chairperson become a fully effective member on the policy board?

- What are the most effective ways of providing information to and obtaining information from the policy board?

- How does the chairperson learn to communicate effectively with the dean and the superintendent?

- What is the chairperson's role if the policy board is beset with operational problems (infrequent meetings, lack of attendance, lack of governance structure)?

- How does the chairperson know if he/she is being co-opted? What are strategies to deal with this? With whom does the chairperson share concerns regarding the project, the policy board, the council?

Council Operational Issues

- How do you maintain the interest, involvement, attendance, and commitment of council members?

- How do you insure that the council is representative of the community? How can the council expand its membership?

- How does the council gain accurate information about its budget? Does the council have authority to make its own decisions regarding the budget?

- What type of training is available for councils, particularly in the area of procedural concerns -- i.e. by laws, parliamentary procedures, committees, replacement of members, elections, etc.?

- How does the council identify its own training resources?

Project Issues

- How can the council have input into project plans and operations, particularly during the development stage of the project?

- How does the council continuously obtain information about all aspects of project operations? How do you insure access to information?

- What is the council's responsibility to project budget decisions?

- What is the council's relationship to other project groups - teachers and administrators, university staff, project staff, planning groups, etc.?

- What is the project director's relationship to the council, the chairperson, the policy board?

- What is the relationship between the chairperson and the community coordinator? How do you differentiate between their roles and responsibilities? What is the community coordinator's relationship to the council?

Community Involvement Issues

- How does the council inform the community about Teacher Corps and council activities?

- How does the council obtain more community involvement in the project and in council activities?

- How does the council expand parent involvement?

- What are the council's responsibilities to the community -- to maintain communication, to provide community services, to establish community activities?

General Issues/Concerns/Concepts

- What is parity in an operational sense?

- What are some strategi[illegible] for effective collaboration?

- What are some examples of planning, implementing, and evaluating related to council activities and project activities?

- How can the concept of institutionalization be clarified - what will happen at the end of five years?

FACTS

on

SOUTHEASTERN RECRUITMENT AND COMMUNITY TECHNICAL RESOURCE CENTER

Teacher Corps

Teacher Corps is a federally funded education program, established by Congress in 1965, designed to improve the educational opportunities available to children in areas having concentration of low income families. Each Teacher Corps project is made up of a university, the local school system, and the local community working together collaboratively to carry out the goals of Teacher Corps. The goals of Teacher Corps are to encourage colleges and universities to broaden their program of teacher preparation and to encourage local agencies to improve programs of training and retraining for teachers, teacher aides, and other educational personnel.

Southeastern Recruitment and Community Technical Resource Center

The Southeastern Recruitment and Community Technical Resource (RCTR) Center is one of four regional centers contracted by Teacher Corps to provide technical assistance to regional projects. The Southeastern Recruitment and Community Technical Resource Center is responsible for informing the general public of opportunities available to them through Teacher Corps and for the delivery of technical assistance to Teacher Corps projects in the Southeastern region. Technical assistance is provided to projects in the areas of recruitment, selection, enrollment, and support of Teacher Corps interns and the development of the community as an equal partner in the Teacher Corps project.

Recruitment Services

The Southeastern Recruitment and Community Technical Resource Center performs a number of functions in the general area of recruitment. Each fall the Southeastern Recruitment and Community Technical Resource Center conducts a national media campaign to inform the general public of the opportunities to serve as a teacher intern in Teacher Corps projects. Interested persons are provided with appropriate information and application materials. The Southeastern Recruitment and Community Technical Resource Center refers all intern applications to Teacher Corps projects for consideration and provides assistance to projects in the process of selecting interns. The Southeastern Recruitment and Community Technical Resource Center is also available to provide various support services to interns who are enrolled in Teacher Corps projects in the Southeastern region.

Community Services

The Southeastern Recruitment and Community Technical Resource Center provides a variety of technical assistance services to Teacher Corps projects to help ensure community involvement in all aspects of the Teacher Corps project. Since each Teacher Corps project is required by law to have an elected community council, the Southeastern Recruitment and Community Technical Resource Center provides services to help in the election, organization, and maintenance of the council. In addition to providing services which will assure the council's involvement as an equal partner in the project, the Southeastern Recruitment and Community Technical Resource Center is also available to assist projects in the development of their community based education effort through which both the community and the formal educational programs can be mutually enhanced. The involvement of the council in a collaborative relationship with the schools and university is the first level in the development of an effective community based education effort.

In supporting the development of community councils and the community based education effort, the Southeastern Recruitment and Community Technical Resource Center provides technical assistance through different methods. Information, materials, and consultant services are available to projects through the Southeastern Recruitment and Community Technical Resource Center. In addition, the Southeastern Recruitment and Community Technical Resource Center provides training activities and workshops at the local project sites and at regional conferences.

Southeastern RCTR Center Service Region

The Southeastern Recruitment and Community Technical Resource Center serves an eleven state region located in the Southeastern United States. Included in this region are the states of:

Alabama	Maryland	Tennessee
Florida	Mississippi	Virginia
Georgia	North Carolina	West Virginia
Kentucky	South Carolina	

Southeastern RCTR Center Staff

Nancy Bonney, Director
Martha White, Community Activities Coordinator
Dee Howe, Materials/Recruitment/Documentation Coordinator
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SECTION THREE

A PLAN FOR LEARNING HOW TO PLAN

BY

KEN M. YOUNG

SECTION THREE

"A Plan for Learning How to Plan"

Section Three includes a structured exercise on planning skills and concepts that are crucial to Teacher Corps projects as they develop community based education. The exercise on planning was developed by Ken Young, Associate Professor at West Virginia College of Graduate Studies, Charleston, West Virginia, specifically for an individual workshop session. However, the materials in the exercise can be easily adapted for use by local projects.

"A PLAN FOR LEARNING HOW TO PLAN"

Ken Young

Rationale or Reason(s)

Planning is the continuous process of purposefully organizing and using information to make decisions so that something will be better in the future than it is in the present. This structured exercise was designed to help you become a better planner in the future than you are now.

Needs Assessment or Major Concerns and Problems

Everyone plans; therefore, everyone knows how to. For example -- if you had not planned you would not be here today in this workshop. You did not get here by chance. You had to plan many things and carry out your plan in order to attend this workshop. We are all constantly planning for something. What am I going to do tonight, tomorrow, next week, or this summer? Most of the planning we do, however, is informal. Most of us need to improve our formal planning knowledge, skills, and attitudes. This exercise is designed for that purpose.

Goals or General Statements of Desired Outcomes

1. To help community council chairpersons become better planners.
2. To provide you an opportunity to learn by doing.
3. To have fun while learning from each other.

Resources or Things Which Have a Positive Impact on Goals

1. Atlanta Airport Hilton Inn.
2. A group of community council chairpersons.
3. One hour and thirty minutes.
4. Several outstanding facilitators and resource people.
5. Well-organized workshop by Southeastern RCTR Center staff.

Restraints or Things Which Have a Negative Impact on Goals

1. Tired participants from long days and short nights.
2. Concern about arrangements for getting home tonight.
3. Limited amount of time for this session - 1 hour and 30 minutes.
4. Limited opportunity in our society for local citizens to participate in educational or community planning.

Objectives or Clear Statements of Action Which are Necessary to Accomplish Goals

1. For the next hour and thirty minutes, the facilitators and resource people from Teacher Corps will assist you in learning some of the basic concepts of planning.
2. For the next hour and thirty minutes, participants will engage in exercises designed for improving skills in planning.
3. By the end of this hour and thirty minute session, participants will have a more positive attitude toward planning.

ACTIVITIES
or
Strategies or Methods that Are Designed to Bring About
Achievement of the Objectives and Goals

Activity #1.

What? - Facilitators in each group begin the "Structured Exercise on Planning" by selecting a member of the group to identify the major concern expressed in the needs assessment results (Step 1).

Who? - Facilitator and selected group member

When? - 5 minutes

STEP 1 - NEEDS ASSESSMENT RESULTS

The following information was collected in your community from formal surveys, community meetings, school meetings, the newspaper and local T.V. news, human service agencies, school board meetings, college advisory groups, local teacher's association, and many other sources. The concerns and problems in this community are many; however, the five following areas seem to be expressed more often than the others.

1. Why can't the public schools cooperate more with the area college or university to improve our schools? And why can't the parents and local citizens have a voice in how these two public institutions serve our needs?

2. Since parents of public school children and other community members want our schools to be more effective and efficient, why don't public school people use our many resources and talents to improve education for our children and for us as adults?

3. With T.V., air and land transportation, people changing jobs and moving all over the country and the world, our children are not being prepared to understand and work with people from cultures that are different from our own. Why? Someone has said that prejudice is caused by forming an opinion without the benefit of knowing and understanding.

4. There is nothing so unequal as the equal treatment of unequals. Why can't teachers figure out what is wrong with my child and be more specific in some ways that we can work together to correct some of his/her learning problems. After all, I thought teachers went to college to learn how to diagnose learning problems and suggest ways to correct them.

5. With so many things changing so fast, why don't colleges, universities and public schools find out some way to do a better job educating our teachers. When teachers finish school and start teaching, they must constantly be taking classes or going to workshops to keep up to date. It seems as though they would become better teachers if they could learn to teach right here in our schools rather than going off to some campus of higher education.

PRIORITIES - For the purpose of this exercise, the following priorities have been assigned to the specific community groups in this workshop session.

Community Group 1 - Needs Assessment Results #1

Community Group 2 - Needs Assessment Results #2

Community Group 3 - Needs Assessment Results #3

Community Group 4 - Needs Assessment Results #4

Community Group 5 - Needs Assessment Results #5

Activity #2.

What? - a. Facilitator asks another group member to read suggested goals (Step 2) and to select the one goal which seems to address the priority concern in the needs assessment results.

b. Get group concensus and write priority goal on newsprint.

Who? - Facilitator and second group member

When? - 10 minutes

STEP 2 - GOALS

Goals are broad, general (not vague) statements of desired outcomes. If you read some of the Teacher Corps project proposals, you will probably find the following five listed in some form. Which of these goals best states the desired outcomes of most concern and the highest priority in your needs assessment results?

1. By 1984, we will have a collaborative governance structure in our community where the community has equal status with the college and the public schools in making decisions on the improvement of education in our community.

2. By 1984, we will have a structure and a process in operation -- community based education -- where parents and community members will be encouraged to work with public school people in day-to-day education activities, and where public school people will provide leadership in using their resources to improve educational and service oppotunities for all community members.

3. By 1984, the public schools will provide an education that is multicultural for our children and youth.

4. By 1984, the teachers in our public schools will be willing and able to practice diagnostic and prescriptive teaching.

5. By 1984, the preservice and inservice education programs for all educational personnel will be integrated and most of the training will be field-based.

| Activity #3. |

What? - a. Facilitator asks a new group member to read the list of resources sources and restraints (Step 3) and select three (3) which would be most helpful in reaching the group's goal.

b. Facilitator also asks the same person to pick three (3) restraints which most likely would be real in that person's home community.

c. Facilitator writes the three (3) resources and three (3) restraints on the newsprint.

Who? - Facilitator and third group member

When? - 10 minutes

STEP 3 - RESOURCES & RESTRAINTS

Resources are those things and forces which can have a positive and supporting impact on accomplishing a goal. Restraints are just the opposite. They are the things and forces which can have a negative, inhibiting impact on accomplishing a goal.

Resources	Restraints
1. Good leadership	1. Apathetic people
2. Modern facilities	2. Lack of resources
3. Sense of community	3. Poor communications
4. Talented people	4. Red tape
5. Open communication	5. Weak leadership
6. Participatory decision-making	6. "Ivory tower" college staff
7. College committed to serve	7. Highly political school board
8. Sound financial support of schools	8. Closed (to public) school system
9. Teacher organization	9. Teacher organization
10. Student attitudes	10. Student attitudes

Activity #4.

What? - a. Facilitator asks a different group member to read the list of objectives (Step 4) and select the two (2) objectives which would probably have to be achieved before the goal could be reached.

b. Obtain group concensus and write the two (2) objectives on the newsprint.

Who? - Facilitator and fourth group member

When? - 10 minutes

STEP 4 - OBJECTIVES

Objectives are like goals, but they are not goals. Objectives are specific and clear statements of actions and outcomes which must be achieved if the goal is to be accomplished.

1. By January of 1980, a policy board consisting of the college dean, the public school superintendent, and the chairperson of the elected community council will serve as the final decision-making body for all Teacher Corps project activities.

2. By the end of the first year of the Teacher Corps project, the community council chairperson will have used the money budgeted for the council and other available resources to access the necessary skills and information to be respected by the college dean and the public school superintendent.

3. By the end of the first year of the Teacher Corps project, the community council will have developed plans for at least three programs for which they can provide leadership to assist and support principals and teachers in improving the regular school programs in the site schools.

4. By the end of the second year of the Teacher Corps project, the community council will have developed and implemented at least four educational or human service activities in the public school facilities which local citizens feel will help them improve their quality of life.

5. By the end of the second year of the Teacher Corps project, the community council will have designed and conducted jointly with the public schools and the college a major multicultural activity or event.

6. By the end of the third year of the Teacher Corps project, the community council will have developed and/or constructed a "trunk" full of multicultural artifacts and suggested activities which can be used on a scheduled basis by teachers in the site schools.

7. By the end of the second year of the Teacher Corps project, teachers and principals from the site schools will be rewarded for participating in courses, workshops, and institutes on diagnostic and prescriptive teaching.

8. By the end of the third year of the Teacher Corps project, at least one-third of the students of the site schools will have had at least one experience with a teacher in diagnostic and prescriptive teaching.

9. By the end of the second year of the Teacher Corps project, experienced teachers in the site schools will be attending and participating in learning activities designed for the teacher-interns.

10. By the end of the fifth year of the Teacher Corps project, personnel desiring to become certified teachers and experienced teachers will be working together in the public schools with college supervision to improve their teaching effectiveness.

Activity #5.

What? - a. Facilitator asks fifth or last group member to read the list of suggested strategies or methods (Step 5) and select three (3) which will best achieve the group's objectives and goals.

b. Obtain group concensus and write the three (3) selected strategies on the newsprint.

Who? - Facilitator and fifth group member

When? - 10 minutes

STEP 5 - STRATEGIES/METHODS

Strategies/methods are the activities and tasks which must be performed or conducted so that the goals and objectives can be achieved. Strategies describe what is to be done, when it is to be done, and who is responsible for doing it. Sometimes statements of strategies also include where it is to be done and what resources are needed to do it. Step 5 is also called the "program of action" or "management plan."

1. A representative from the college or the public schools will write a Teacher Corps proposal, obtain approval from the other institution, and be successful in obtaining five-year funding under the guidelines mandating a policy board form of governance which includes parity in decision-making by the community.

2. The Teacher Corps Project director will conduct an election so that representatives from the community can be elected to serve on the Teacher Corps community council (according to the guidelines and time-lines of National Teacher Corps).

3. The Teacher Corps community council chairperson will contact the Southeastern RCTR Center to conduct a workshop for the community council on the "politics of decision-making" sometime early in the second year of the project.

4. The community council will develop a resource manual for their community which identifies all the individual clubs, organizations and agencies, and will disseminate these booklets to all project teachers and principals before the end of the first project year.

5. The community council will develop and administer a comprehensive community needs assessment before the end of the first project year.

6. The community council members will each identify, select, organize, and serve as the director of an advisory task force for the area of the community they represent on the community council. These advisory task forces will be developed during the second year of the project for the purposes of broad-based citizen involvement, two-way communications, needs identification, and resource/talent identification and development. These advisory task forces would include but not be limited to: students, teachers, principals, parents, non-parents, religious leaders, social agency heads, government heads, college faculty, business/ industry representatives, and senior citizens.

7. The community council will work with the site school principals to organize and conduct a meal once a month at the schools which is representative of a different culture.

8. The community council will organize a task force to advertise and collect pictures and artifacts from different cultures to be used in the "culture trunks" during the second year of the project.

9. The community council will provide leadership during the second year of the project in identifying and inviting people from differing cultures to dress, cook, and participate in the annual multicultural fair.

10. The community will work with the site schools and the college faculty to assist and support evening and week-end training workshops for teachers by: participating, bringing food or refreshments, providing child-care, and serving as resource people.

11. The college will determine needs and provide materials and experiences for site school teachers during the second year of the project on the processes of diagnostic and prescriptive teaching.

12. The community council will participate in the identification and selection of teacher interns during the first year of the project and provide assistance in finding housing and in orientation of interns to the community.

13. The superintendent of schools will provide a school building or space for the development of a teaching resource and sharing center for use by prospective and practicing teachers during the third year of the project.

14. The community council will develop a plan for contacting area business, industry, social and fraternal clubs during the fourth year of the project for the purpose of obtaining funds and sponsors for community council activities after the Teacher Corps project has ended.

Activity #6.

What? - a. Facilitator asks all group members to read and complete the matrix on involvement (Step 6).

b. Quickly share responses on all four statements, and if time is available discuss reasons for responses.

Who? - Facilitator and all group members

When? - 10 minutes

STEP 6 - INVOLVEMENT MATRIX

Planning is a social process and must be done with people not for people. One group planning for another is almost certain to be ineffective. Involvement also improves communications and enhances the potential for broad-based support.

1. Place an "x" in the space under number 1 below by the people who you feel should be involved in developing the plan which you just completed.

2. Place an "x" in the space under number 2 below by the people who you feel should sign-off or approve your plan before it is implemented.

3. Place an "x" in the space under number 3 below by the people who you feel should be involved in implementing and carrying out your plan.

4. Place an "x" in the space under number 4 below by the people which you feel should be involved in evaluating or determining the success of your plan.

	1	2	3	4
a. Policy Board				
b. College Dean				
c. Superintendent				
d. Comm. Council Chairperson				
e. Community Council Members				
f. Project Director				
g. Community Coordinator				
h. Interns				
i. Principals				
j. Teachers				
k. College Faculty				
l. Students				
m. Parents				
n. Non-parents				

Activity #7.

What? - a. Facilitator asks a different group member to read the list of objectives (Step 4) and select two (2) objectives which would probably have to be achieved before the goal could be reached.

b. Obtain group concensus and write the two (2) objectives on the newsprint.

Who? - Facilitator and fourth group member

When? - 10 minutes

Activity #8.

What? - a. Facilitator asks fifth or last group member to read the list of suggested strategies or methods (Step 5) and select three (3) which will achieve the groups' objectives and goals.

b. Obtain group concensus and write the three (3) selected strategies on the newsprint.

Who? - Facilitator and fifth group member

When? - 10 minutes

Activity #9.

What? - a. Facilitator asks all group members to read and complete the matrix on involvement (Step 6).

b. Quickly share responses on all four statements, and if time is available discuss reasons for reponses.

Who? - Facilitator and all group members

When? - 10 minutes

Activity #10.

What? - a. Remind all the groups that they have just developed a plan of action. They are now planners.

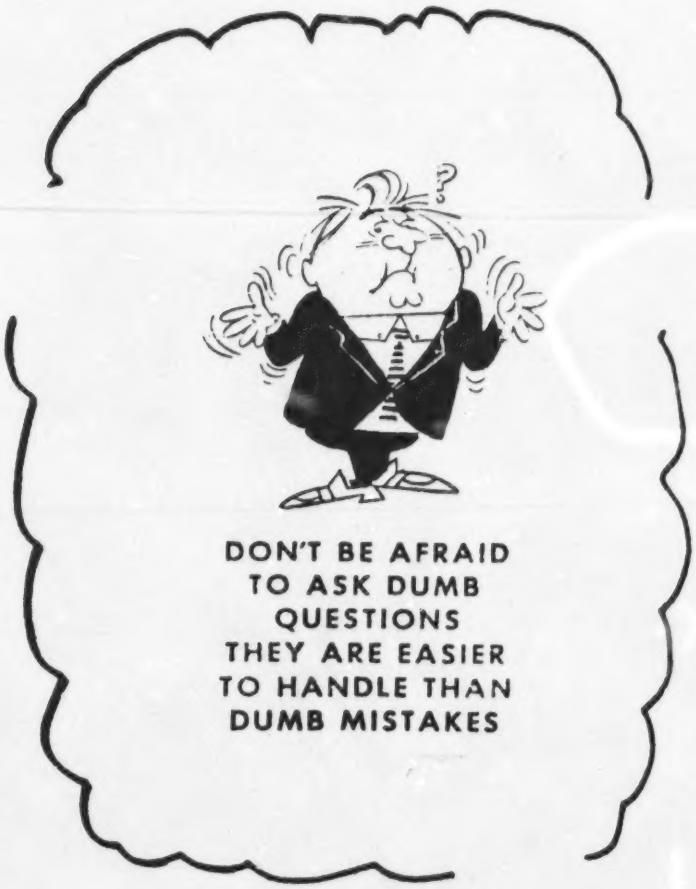
b. Provide an opportunity for participants to surface concerns and issues about planning for which they desire further assistance.

c. List issues and concerns raised on a clean sheet of newsprint.

Activity # 11.

What? - Share summary comments on the value of planning.

Who? - Total group of participants

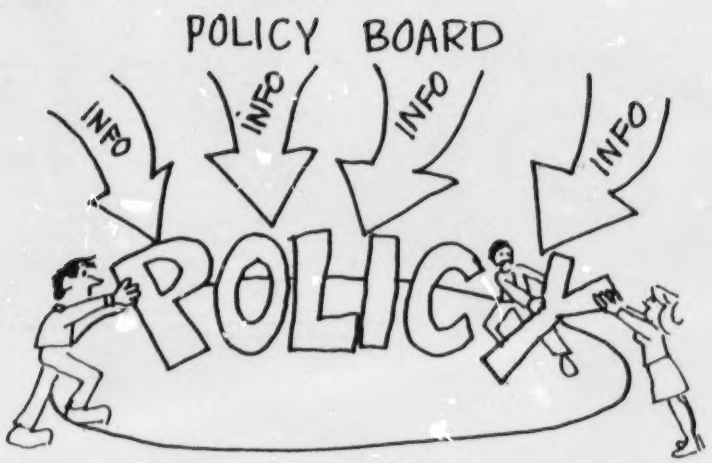


SECTION FOUR

CHAIRPERSONS AS POLICY BOARD LEADERS

BY

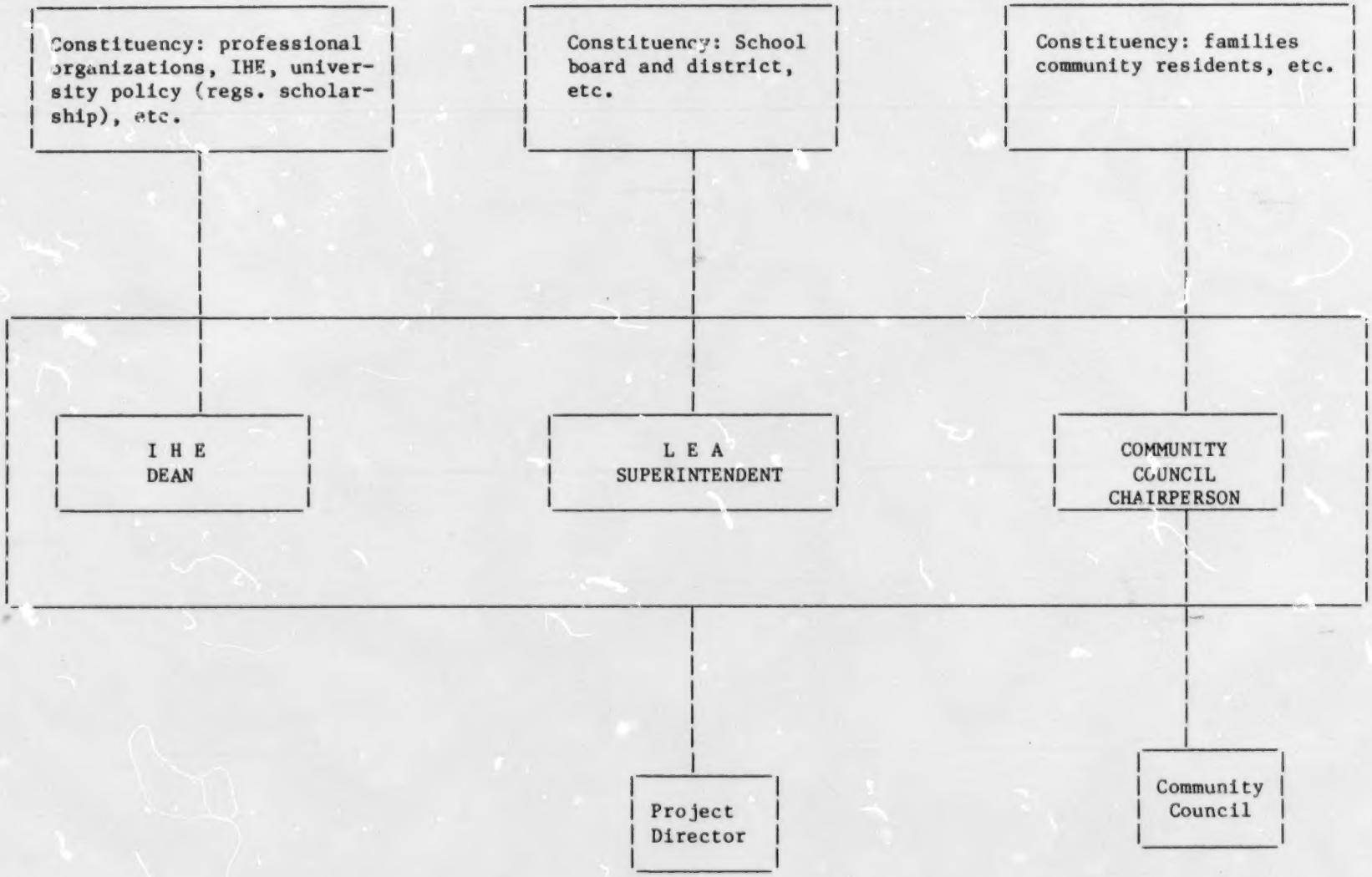
BESS HOWARD



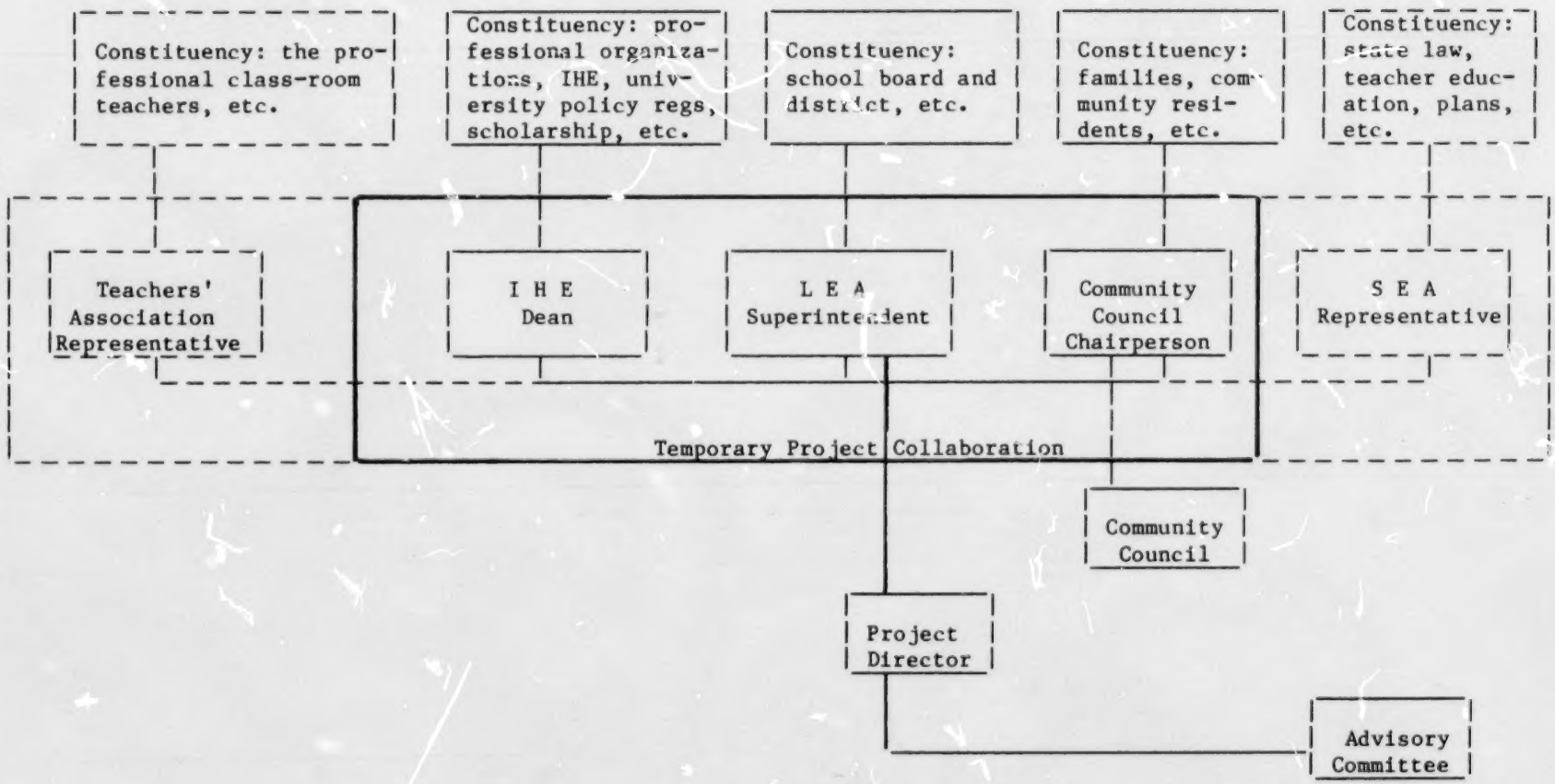
SECTION FOUR

"Chairpersons As Policy Board Leaders"

The following materials were distributed by Bess Howard during the workshop session, "Chairpersons as Policy Board Leaders." The materials include information that various role groups can use in helping to develop policy within the Teacher Corps project organization.



The Teacher Corps Policy Board: Basic Model


Constituency: the professional class-room teachers, etc.
Constituency: professional organizations, IHE, university policy regs, scholarship, etc.
Constituency: school board and district, etc.
Constituency: families, community residents, etc.
Constituency: state law, teacher education, plans, etc.
Teachers' Association Representative
I H E Dean
L E A Superintendent
Community Council Chairperson
S E A Representative
Temporary Project Collaboration
Community Council
Project Director
Advisory Committee

The Teacher Corps Policy Board: Expanded Model

POLICY IS:*

- - Authoritative decisions and acts
- - Projected program of goals, values, and practices
- - Authoritative allocation of values for the whole society
- - Principles guiding actions

YOUR ROLE AS A POLICY-MAKER *

1. Learn about your Teacher Corps project and the Teacher Corps program
2. Learn about the Local Education Agency (LEA)
3. Learn about the Institution of Higher Education (IHE)
4. Visit other Teacher Corps projects
5. Visit other community council chairpersons
6. Visit other types of public policy-makers
7. Learn about the project director's role
8. Use the "Policy vs. Administration Checklist"
9. Help set goals, objectives, and targets
10. Evaluate yourself and the policy board

HELP SET GOALS, OBJECTIVES, AND TARGETS*

In day-to-day operations, policy-making can be made easier for you and your colleagues if you define some basic community goals and objectives, and some targets to meet your goals.

- o GOALS are broad statements of direction and purpose -- where the community should be going. They should focus on the desired character of the community, its relationship to other communities and public and private agencies, kinds and quality of municipal services to be offered, financing philosophies, quality and compensation of staff, and community development characteristics regarding land use, economic, social, and cultural considerations. Goals should be stated in broad terms -- for example, the community plans to make available recreational opportunities to all residents.
- o OBJECTIVES are more specific than goals and are statements of desirable accomplishments within a specific time frame. The objective may also imply or commit a general level of resources to be used for its attainment -- for instance, developing five new recreation centers over a three-year period.
- o TARGETS are "yardsticks" to measure progress toward meeting goals. The intermediate step which exists between goals and targets is the transition between the broad statement of purpose (goals) and developing and undertaking a program that you expect to achieve (target). By setting objectives, the governing body begins to develop a more realistic means of what to focus on and what

general level of resources may be needed to accomplish the goal. The process of setting objectives also gives you a longer range planning perspective than setting specific targets in the annual budget cycle. Given changing circumstances, the locality can revise its target or the time frame for achieving the objective. The GOALS-OBJECTIVES-TARGETS approach can provide a framework for setting policy as well as a means for measuring progress in meeting policy objectives.

POLICY vs. ADMINISTRATION CHECKLIST *

CHECKLIST

____ 1. Does the governing body determine the overall mission of the organization?

____ 2. Does the governing body undertake a formal goal-setting process for the organization?

____ 3. Is the governing body involved in defining areas where intergovernmental efforts should be undertaken?

____ 4. Is the governing body involved in evaluating the quality and impact of services?

____ 5. Does the governing body have formal procedures (other than public hearings) to receive ideas from citizens in determining local needs?

____ 6. Is the governing body involved in setting priorities before preparation of the annual and capital budgets?

____ 7. Do members of the governing body get into frequent arguments over what is policy and what is administrative detail (that, therefore, should be delegated to staff?)

____ 8. Does the governing body get into frequent discussions about the capability (and performance) of low and mid-level staff people in the various departments?

____ 9. Does the governing body receive, on a timely basis, appropriate information and reports on which to make decisions? Does the governing body receive too much paper but too little information?

EVALUATE YOURSELF AND THE POLICY BOARD*

- **o POLICY MAKING:** This is really your most basic function. What policies did you set out to establish -- policies to eliminate identified problems or to meet special needs? Did you establish your policies? If not, why? Or you might move back even farther -- how well are you carrying out your role as a policy-maker? Do you really understand that role? Are you spending too much time on administrative details and, therefore, not getting around to setting the needed policies?

- **o BUDGETING:** Policy-making, in general, is your most important function; your budget is your most important policy statement. Did your annual budget reflect the policies you set this year? Did it meet the needs you identified? Did it do what you wanted it to do? And, again, you might look at your basic understanding of the budget process to figure out why it's not doing what you had hoped. Do you understand the process? Do you and the administrator work together to develop a budget which will meet community needs?

- **o GOAL SETTING:** Did you achieve the goals you set out to achieve during a given time? What goals didn't you accomplish and why? Or -- back up a little. Do you have any goals for the governing body? Do you have a regular process for setting goals and then evaluating results?

- **o GOVERNING BODY MEETINGS:** Do you accomplish what you set out to do at your regular meetings? Perhaps you need to look at your meeting process. Is it slowing you down and interfering with your ability to get things done? Are you getting usable information from the public at hearings? Again -- maybe it's your hearing process that needs improvement.

- **o COMMUNICATING:** Did the public get the necessary information on important issues facing the governing body? Did the public know, understand, and react to what you were doing? -- Or, are you in touch with the public? Does your press coverage reflect the important things you've done or key issues which are going on?

EVALUATE YOURSELF AND THE POLICY BOARD (Continued)

- o INTER-GOVERNMENTAL RELATIONS: Did you accomplish your goals in dealing with other governmental agencies? Did you get what you wanted or needed from other levels of government? It might be particularly valuable here to look at your intergovernmental process, if you seem to be running into problems in achieving your goals. Do you work with or at least communicate with other levels of government around you -- state agencies, regional commissions, federal representatives? Do you know where you fit in and what you expect from these other agencies?

- o USE OF ADVISORY COMMITTEES: Did all of your advisory committees accomplish their goals? Did they give you the kind of information you needed to make your decisions? If not, perhaps you need to review your committee system. Do you give committees the guidance they need to do their jobs? Do you keep on top of what they're doing? Do you get the "best" resources working on your committees?

- o WORKING WITH YOUR CHIEF ADMINISTRATOR: Did your chief administrator meet your needs and accomplish what was expected? Did the administrator provide the kind of information you needed to set policies and make decisions? Did the administrator get the necessary feedback? Do you know and understand the relationship between the governing body and the administrator?

- o TIME MANAGEMENT: This might be a basic area for improving your performance. Are you making good use of your time as a governing body? Do you get done what you set out to do in a reasonable time period? Are some individuals holding the group back? You can look at both individual and group time management to help you find out why you're not getting things done.

* The previous pages were used in a presentation by Dean Corrigan and Bess Howard at the Midwestern "Community Council Chairperson's Conference" in Denver, Colorado, in October, 1979.

LEADERSHIP PRINCIPLES FOR COLLABORATIVE PROBLEM-SOLVING

1. Direct efforts toward overcoming SURMOUNTABLE obstacles.
2. Use available facts even if they are not adequate.
3. Use the "starting point" as a focus for solution possibilities.
4. Increase effort to be problem-minded before focussing on solutions.
5. Utilize disagreement for creative and innovative outcomes.
6. Help production of ideas without evaluation of them.
7. Turn choice situations into problem-solving situations.
8. Turn problem-solving situations into choice situations.

DIRECT DECISION-MAKING FOR LEADERSHIP IN PROBLEM-SOLVING*

By Bessie C. Howard

1. What is the issue or concern?
2. What problem(s) does this concern create?
3. Prioritize problems.
4. Describe how this is a problem (one problem at a time). (If you can't describe, choose another problem from Step 3). When was it first a problem and what was the situation then? For whom is it a problem?
5. What are the advantages for keeping this problem alive and well? To whose advantage? What other problems may have been avoided by having this one? Has the situation changed? Is it still necessary to avoid those problems?
6. What are some advantages for solving this problem? Whose advantage? Do all concerned want to solve this problem? (If not, forget it!) (Choose another problem!)

7. What are the existing blocks to solving the problem? What in the existing blocks can help in solving the problem?

8. What are some alternative strategies for solving the problem through removal of blocks (or support of helps)?

9. What are the payoffs and costs for each strategy?

10. Prioritize and choose a strategy.

11. Summarize possible policies.

*Adapted from DDT Model for Problem-Solving and Goal Setting by Bill Hoffman, 1979 - Total Action Against Poverty Program, Roanoke, Virginia.

SECTION FIVE

BIBLIOGRAPHIES

SECTION FIVE

Bibliographies of Resource Materials

Section Five includes two bibliographic lists of materials that projects may find helpful in the development of CBE as well as in other aspects of project activities. The first listing includes all materials published by the four regional RCTR Centers. The second listing includes additional community materials which have been disseminated to projects in the Southeastern region. The reader should note that at least one copy of every item on the two lists has been sent to each Southeastern project.

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SECTION SIX

GRAPHICS

BY

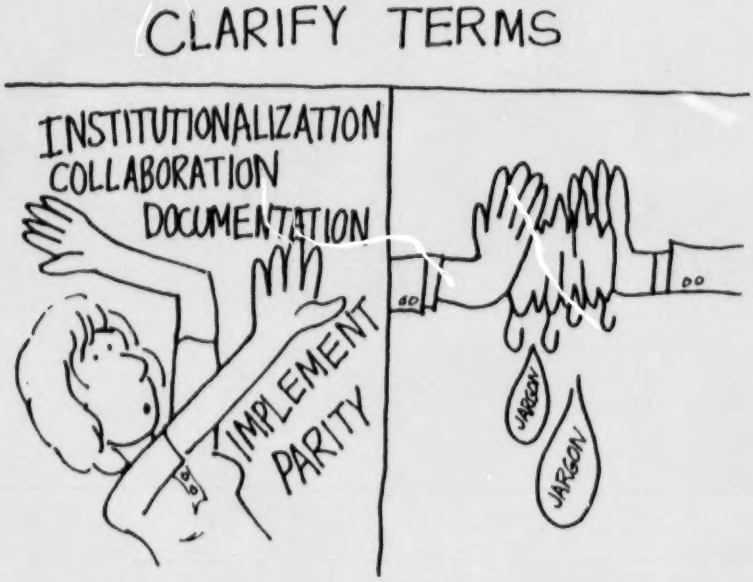
DAVID PHIPPS

SECTION SIX

Graphic Representations of Southeastern RCTR Center's

"Community Council Chairpersons' Workshop"

The Southeastern RCTR Center's "Community Council Chairpersons' Workshop" in Atlanta was documented and graphically illustrated by graphic artist, Dave Phipps from Drake University, Des Moines, Iowa. Sample graphics are included in this section as an additional resource for projects. The graphics not only capture many of the key concepts of community councils and community based education, but also demonstrate one way in which creativity can be an effective element in communication.



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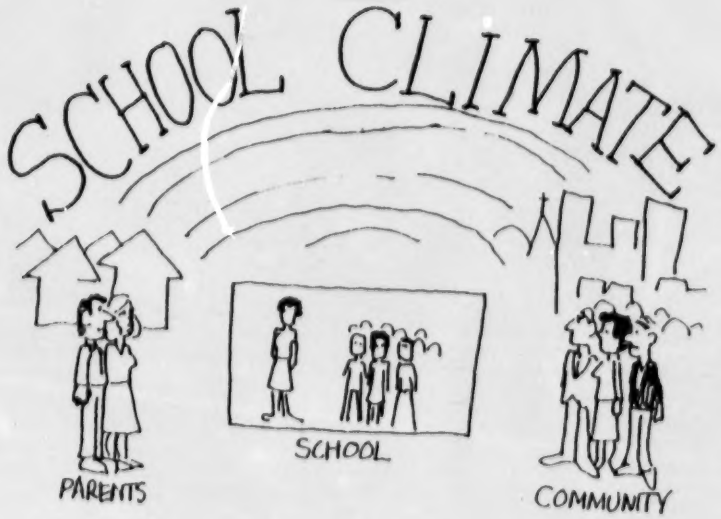


The opening session of the Community Council Chairpersons Workshop was designed to provide participants with an opportunity to gain basic Teacher Corps information, to "clarify terms", and to share concerns, problems, and issues.

HISTORY OF TEACHER CORPS

1965
In the beginning was the community and it was without form and void...

SHARING UPPERS AND DOWNERS

VARIANCE OF PROGRAMS

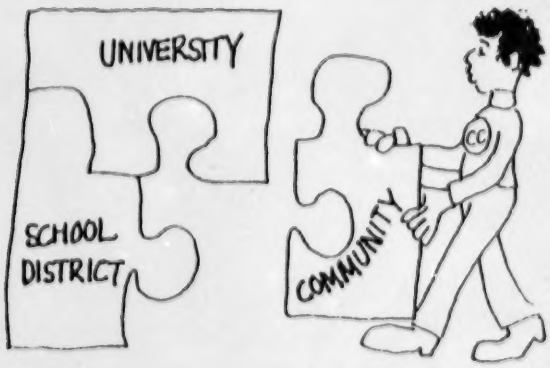
TEACHER CORPS: A Special Band of People

In the first part of the Friday AM session, participants learned about the history of the community in Teacher Corps and had a chance to share the diverse nature of individual projects as well as the ups and downs of community council development.

WHAT IS LEADERSHIP AND HOW DOES IT APPLY TO THE CHAIRPERSON?

During the Friday AM session, participants also explored the concept of leadership as it applies to the council chairperson.

HOW DOES ONE BECOME AN EFFECTIVE COUNCIL CHAIRPERSON?

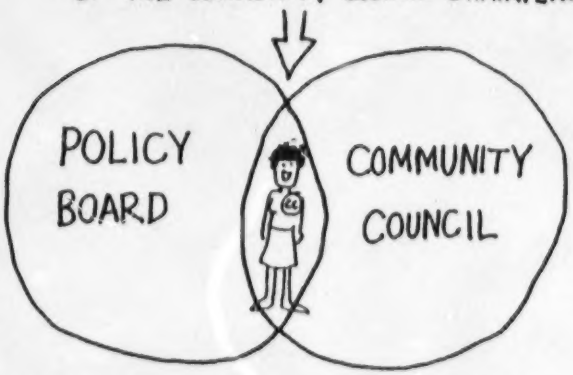


PROBLEMS IN LEADERSHIP:

- NO ONE WANTS LEADERSHIP
- DELEGATING RESPONSIBILITY
- CONFIDENCE
- POOR COMMUNICATION
- NOT KNOWING WHERE TO GET HELP
- LACK OF CLARIFICATION

TWO WORLDS

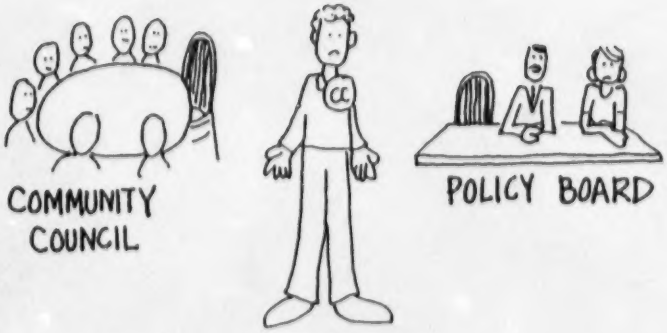
OF THE COMMUNITY COUNCIL CHAIRPERSON



In the Friday afternoon session, "Two Worlds of the Chairperson", participants explored the responsibilities of the chairperson -- on the council and on the policy board.

CHAIRPERSON AS EQUAL PARTNER

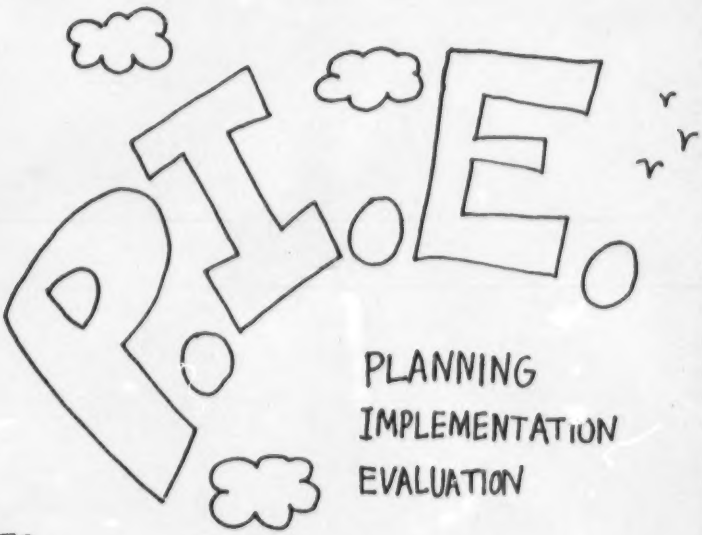
HOW DO I FIT IN?

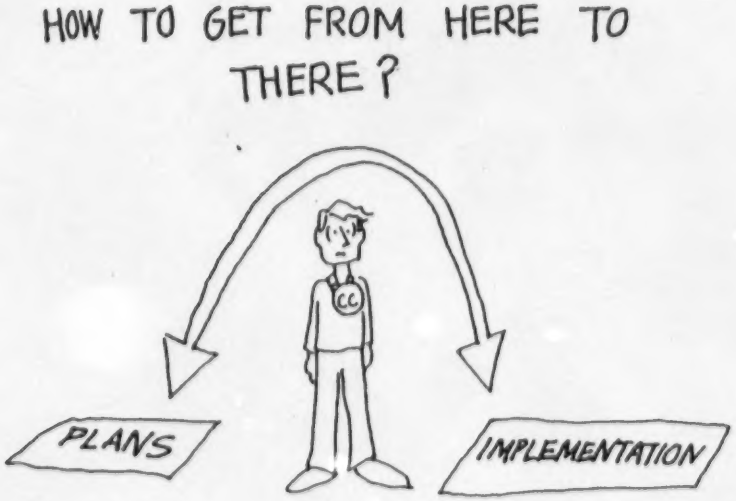


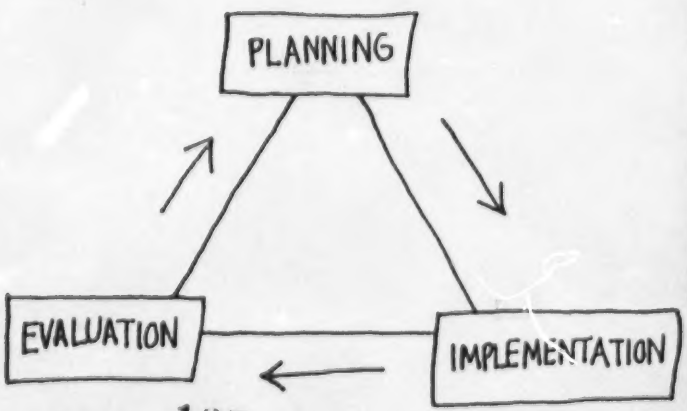
ALL IN THE SAME BOAT!

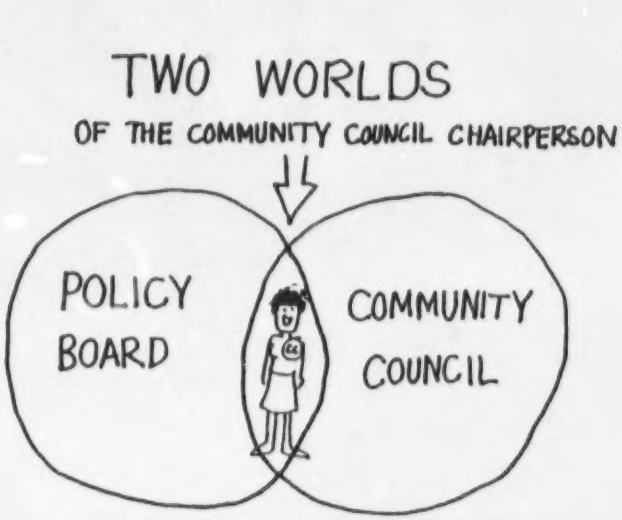
KEEPING IT ON COURSE

During the Saturday morning session, participants explored the concepts and skills related to their role in planning, implementation and evaluation through individual sessions.









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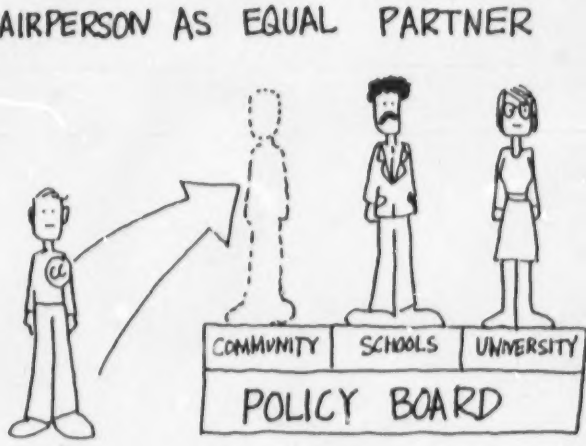

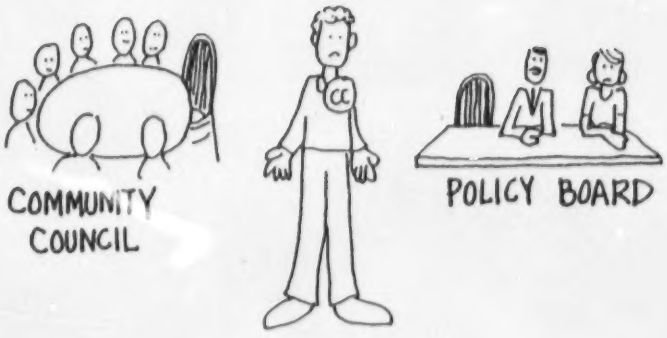

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